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ABSTRACT

This guide outlines the kinds of learning opportunities that should be available to Indiana students in high-quality social studies programs, but it is not intended as a prescribed curriculum. The guide defines social studies as the integrated study of the social sciences and the humanities to promote civic competence. Social studies education should provide preparation and practice for lifelong active citizenship. The guide discusses civic decision-making; describes content strands and foundation proficiencies; offers a curriculum model; outlines course descriptions and proficiency statements for grades K-8; presents high school course descriptions and proficiency statements for selected courses; offers additional course descriptions; and provides resources. To achieve the goal of responsible citizenship, students in Indiana will: (1) analyze the political ideas and practices that enable citizens to make rational choices in a democratic society; (2) assess the impact of historical events, personalities, movements, and technological developments on the present and future; (3) describe the geographical patterns and interrelationships of the major physical and cultural features on the earth's surface; (4) analyze the interaction of people and institutions in economic systems; (5) investigate nations and cultures in terms of their diversity, commonalities, and interrelationships; (6) examine the patterns of individual and group behavior; (7) analyze issues and events and hypothesize about their impact upon the present and future; (8) draw conclusions and make decisions based on relevant data derived from a variety of resources and media; and (9) develop a reasoned commitment to the civic values needed to function responsibly in a democratic society. (BT)

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The Social Studies Proficiency Guide:
An Aid to Curriculum Development

SO 030 625

Mary Fortney

1996 Edition
Indiana Department of Education

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The Social Studies Proficiency Guide

An Aid to Curriculum Development in Indiana Schools 1996 Edition

Office of Program Development
Center for School Improvement and Performance
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THE SOCIAL STUDIES PROFICIENCY GUIDE

1996 Edition

I INTRODUCTION

PURPOSE: *The Social Studies Proficiency Guide* is intended to aid schools in their own curriculum development. It is designed as a guide for teachers, administrators, and community members in their efforts to strengthen social studies curriculum and instruction. It is not intended to be a prescribed curriculum and it does not take the place of local school curricula or teacher course and lesson planning. Instead, it should serve as a tool for year-to-year and long-range curriculum development at the local level. It is intended to outline the kinds of learning opportunities that should be available to students in a high-quality social studies program. It is expected that schools and individual teachers will adapt any materials that they use, including this *Guide*, to the needs and interests of their students and their local communities.

DEVELOPMENT PROCESS: The 1996 edition of *The Social Studies Proficiency Guide* builds upon the original *Social Studies Proficiency Guide*, published in 1987. Indiana teachers are the principal authors of both editions (see **Acknowledgments**). In the summer of 1995, a group of social studies teachers was identified and began to work on an update of the 1987 *Guide*. The teachers were divided into primary, intermediate, middle school, and several high school teams. All teachers on the teams had classroom experience in teaching the grades or subjects for which they were writing.

After the work produced in the summer was compiled and organized, writing team members made additions and corrections and the first round of editing was done. The K-8 section of the *Guide* was provided to several schools for preliminary review. Specific high school courses underwent preliminary review by teachers and subject area specialists. Another round of editing took place following the preliminary review and a review draft was produced.

This draft was provided to schools, community members, and curriculum specialists for state-wide review during the spring and summer of 1996. Corrections and refinements were made based upon the recommendations of reviewers and the final draft was developed. *The 1996 Edition of the Social Studies Proficiency Guide* was published and distributed to schools throughout the state in the fall of 1996.

ORGANIZATION: The 1996 *Social Studies Proficiency Guide* provides a comprehensive, articulated description of social studies skills and knowledge in grades K-12. The *Guide* is based on the premise that social studies is the integrated study of the social sciences and the humanities with the goal of helping young people to become competent, responsible citizens. In order to become competent citizens, students must draw upon knowledge, skills, and perspectives from many disciplines and areas of study as they engage in **Civic Decision Making And Participation.**

The *Guide* attempts to integrate a strong social studies knowledge base with thinking and civic decision-making skills through its organization around Nine **Content Strands** and **Foundation Proficiencies.** The Content Strands are the major concepts and skill areas that form the social studies curriculum. They may focus primarily on one or two disciplines, but also may be interdisciplinary in nature. The Foundation Proficiencies are the corresponding goals for student learning at the end of a K-12 social studies program.

The *Guide* provides a **Scope and Sequence** that should be considered only one of several possible models for organizing social studies content. This model provides a focus for each grade from Kindergarten through Eighth Grade. At every grade, the nine **Content Strands** are expressed as grade-appropriate **Proficiency Statements.** These statements describe student learning as it might take place in a rigorous social studies program. Each Proficiency Statement has several **Indicators**. Indicators are key ideas, concepts, and skills important to a particular Content Strand. They are stated in terms of student learning. Most Indicators have corresponding **Sample Student Activities.** The sample activities are simply brief suggestions for hands-on activities that might help students to understand a concept or acquire and demonstrate a skill. They are directly related to one or more Indicators and should serve as "springboard" ideas for teachers as they develop their own classroom activities and projects. Teachers and administrators working with parents and other community members are the best decision makers regarding appropriate learning activities for their students.

Specific courses at the **High School** level build upon the skills and knowledge acquired at other levels of instruction. At this point, more specialized and in-depth courses, focusing on one or more disciplines, take center stage. Each course tends to have its own organizing principles based on the major concepts or ideas that form the discipline. The nine Content Strands do not disappear, however. One or more strands may be the major focus of a course while the other strands play supporting roles or become completely integrated. **Proficiency Statements** and **Indicators** for high school courses are statements about the main ideas and significant skills that are to be emphasized in the course. They are intended to provide a reference point to teachers as they develop their own courses. They are not presented in chronological or hierarchial order. Teachers and schools are free to organize instruction in the ways that best meet the needs of their students and their communities. **Sample Student Activities and Projects** presented at the high school level tend to be more project oriented, long-term efforts and may correspond to several Indicators. These activities are brief suggestions provided as an aid to teachers as they develop their own activities and projects.

II SOCIAL STUDIES - A DEFINITION

Although there are varied definitions of social studies, the following statement by the National Council for the Social Studies (NCSS) addresses the multidisciplinary nature of this area of the curriculum and highlights the civic purpose and key elements of social studies education:

> **Social Studies is the integrated study of the social sciences and the humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.** ***(Curriculum Standards for the Social Studies: Expectations of Excellence,*** **Page 3, National Council for the Social Studies, 1994.)**

III RATIONALE

The fundamental purpose of social studies is to provide preparation and practice for active, lifelong citizenship. Active citizenship in a democratic society requires the development of skills for **thinking, decision-making**, and **participation**. Citizens of all ages make decisions that affect themselves, their families, their communities, their nation, and the world.

The primary goal of social studies education is to help students develop the ability to make well-informed, well-reasoned decisions and to act responsibly. Well-reasoned decision making and responsible action are based upon the skills of acquiring, evaluating, and using information for the purpose of:

- identifying alternative courses of action;
- predicting their possible consequences; and
- selecting the best alternative.

The process of civic decision making is described in **Chart 1** on the following page. **Chart 2**, on Page 6, illustrates the relationship of civic decision making and social studies content knowledge. As the charts demonstrate, students develop the desire and commitment to involve themselves in the democratic process and to become active citizens through the actual practice of citizenship skills (thinking, decision making, and participation) throughout a K-12 social studies program.

Chart I

IV CIVIC DECISION MAKING

The goal of social studies education is the development of informed, responsible citizens who actively participate in our democracy. Active participation requires the development of decision-making skills in which students:

ACTIVELY SEEK AND ACQUIRE INFORMATION:

Students **who actively seek and acquire information** know how to ask questions. They actively seek data and ideas from a variety of sources as they develop a **knowledge base**. They know how to find, organize, record, and present information.

INTERPRET AND APPLY INFORMATION:

Students who **interpret and apply information** are able to integrate and apply information to their own situations and to their growing knowledge base. They are able to validate information, communicate data and ideas in various forms, explain relationships, and use data to explore possible solutions to problems. They are able to separate complex ideas or bodies of information into component parts, identify organizing principles, and propose a reasonable course of action. They are able to combine ideas and information to create something that is new (such as a plan, a presentation, or a solution) and to communicate these insights to others.

UNDERSTAND THE IMPORTANCE OF VALUES AND BELIEFS:

Choosing among alternative actions and their consequences requires consideration of values and human needs. For this reason it is essential for students to **understand the importance of values and beliefs**. Students should be able to identify values and beliefs and understand their role in decision making. Responsible citizens must realize how their decisions and actions affect other individuals and the general welfare. They should be able to weigh the consequences of alternative solutions and courses of action and make choices or decisions that take into account both individual needs and the common good.

PARTICIPATE RESPONSIBLY AS CITIZENS IN A DEMOCRACY:

Choices and decisions are essential components of a participatory democracy. To develop citizenship skills, students must have frequent opportunities to **actively practice and participate in the democratic process** in ways that are appropriate for their age level and individual development and in ways that allow them to make choices and decisions that affect themselves and others. Through such participation, students not only acquire citizenship skills but also develop the commitment to apply those skills as active, responsible citizens.

IV CONTENT STRANDS AND FOUNDATION PROFICIENCY STATEMENTS

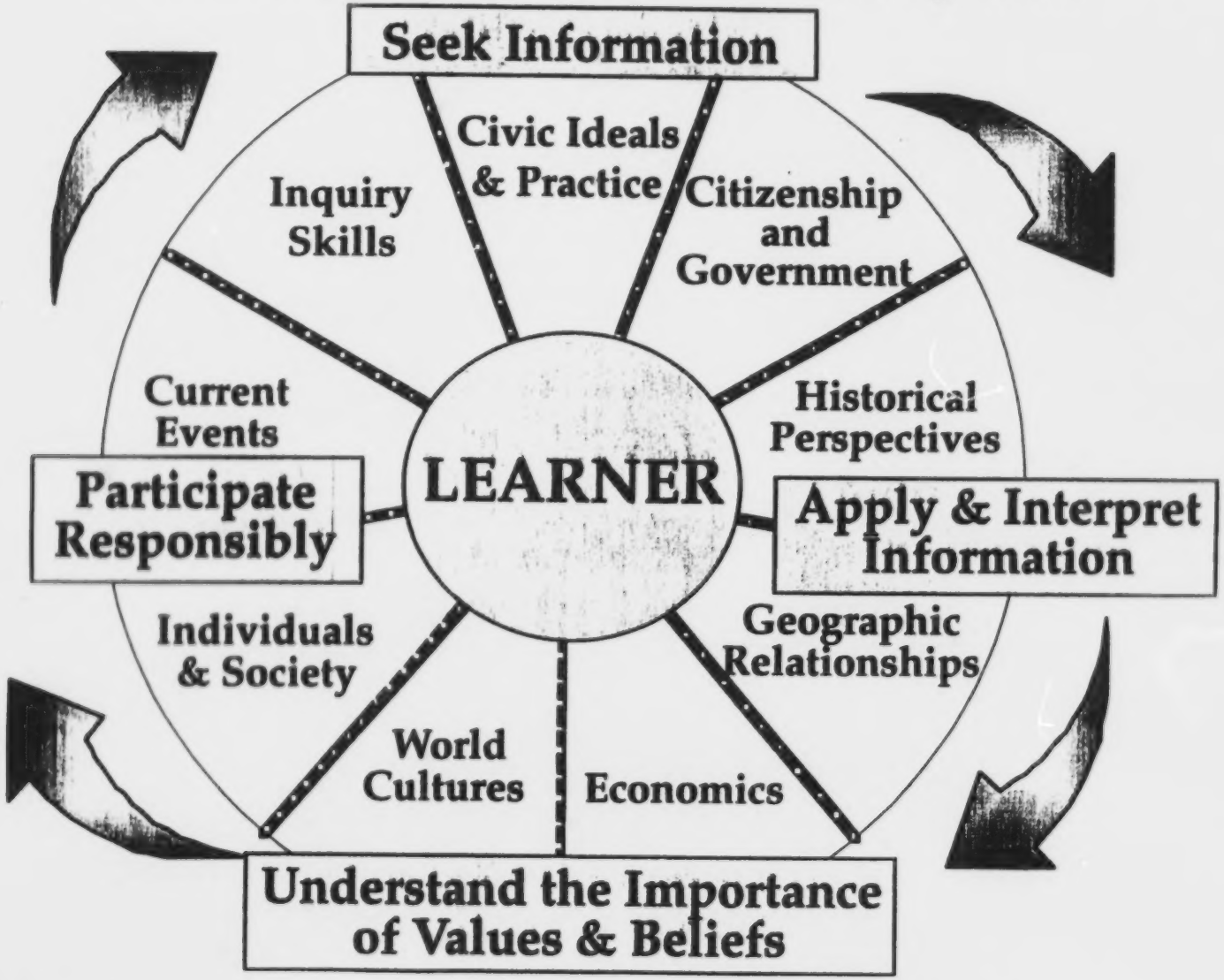
To Achieve the Goal of Responsible Citizenship, Students in Indiana Schools Will:

CITIZENSHIP and GOVERNMENT:	Understand and analyze the political ideas and practices that enable citizens to make informed choices in a democratic society;
HISTORICAL PERSPECTIVES:	Understand and assess the impact of historical events, personalities, movements, and technological developments on the present and the future;
GEOGRAPHIC RELATIONSHIPS:	Understand and describe the geographical patterns and interrelationships of the major physical and cultural features on the earth's surface;
ECONOMICS:	Understand and analyze the interaction of people and institutions in economic systems;
WORLD CULTURES:	Understand and investigate nations and cultures of the world in terms of their diversity, commonalities, and interrelationships;
INDIVIDUALS AND SOCIETY:	Understand and examine the patterns of individual and group behavior;
CURRENT EVENTS:	Understand and analyze current issues and events and hypothesize about their impact upon the present and the future.
INQUIRY SKILLS:	Draw conclusions and make decisions based on relevant data derived from a variety of resources and media, including electronic technology;
CIVIC IDEALS AND PRACTICE:	Develop a commitment to the civic values needed to function responsibly in a democratic society.

Note: These statements reflect what students should know and be able to do after completing a K-12 social studies program.

Chart 2

VI Content Strands and the Civic Decision-Making Process



VII SCOPE AND SEQUENCE

The Social Studies Proficiency Guide presents an approach to teaching social studies which integrates various disciplines and areas of study. The goal of this approach is to help students develop thinking and decision-making skills for responsible citizenship. The Proficiency Guide encourages students to use their growing knowledge base and practice the skills of thinking and participation throughout the social studies program. As a result, students develop the ability to transfer knowledge and thinking skills to other subjects in school and to experiences outside of school.

The following outline is provided as **one** of several possible models for organizing social studies instruction. This model, with a suggested focus for each grade, views the world as a set of interrelated systems rather than as isolated and unrelated pieces of territory. The model is intended to build and expand students' knowledge. For this reason, topics, themes, concepts, and skills are introduced early and are reinforced and expanded from Kindergarten through Twelfth Grade.

For example, students in grades K-3 have learning experiences that help them to understand that individuals have both rights and responsibilities. Fourth and fifth graders participate in activities that help them to develop skills in cooperation and consensus building in ways that are appropriate for their age group. They also begin to understand how the United States Constitution defines the role of government and protects individual rights. Older students examine the fundamental ideas of constitutional government in more depth as they participate in gathering data, engage in questioning and debate, participate in civic activities, and take responsibility for their actions. In this way, social studies instruction can introduce students to democratic principles at increasing levels of complexity as it provides opportunities for practicing the skills of citizenship.

SCOPE AND SEQUENCE MODEL

GRADE LEVEL FOCUS:

Kindergarten: Kindergarten focuses on the child in the immediate environment and emphasizes social learning experiences, including interaction with peers and respect for others.

Grade 1: In Grade 1, learning is centered on children as they interact with home, school, and neighborhood environments and explore the way people live and work together around the world.

Grade 2: Students in Grade 2 examine school neighborhoods, neighborhoods in other countries, and how local communities help to meet people's needs.

Grade 3: In Grade 3, students study development and change in the local community and in communities in other states and regions of the world; how people in communities adapt to the environment, develop and use technology, and human and natural resources.

Grade 4: Students in Grade 4 study Indiana and its relationships to regional, national, and world communities, including the influence of physical and cultural environments on the state's growth and development.

Grade 5: In Grade 5 students study the United States focusing on the influence of physical and cultural environments on national growth and development. Emphasis should be placed upon Native American cultures, exploration, and the early beginnings of the United States.

Grade 6: Students in Grade 6 carry out a comparative study of the regions and nations of the **Western World**, including geographical, historical, economic, political, and cultural relationships.

Grade 7: Students in Grade 7 carry out a comparative study of the regions and nations of the **Eastern World** including geographical, historical, economic, political, and cultural relationships.

Grade 8: In Grade 8 students study United States history, with an emphasis on national development up to the late 19th century, and examine principles of the Constitutions of Indiana and the United States.

SCOPE AND SEQUENCE MODEL continued . . .

GRADES 9-12: In grades 9-12, at the high school level, specific social studies courses should build upon the skills and knowledge acquired at earlier stages of instruction. High school courses tend to focus on one or more disciplines but may also be interdisciplinary.

The organizational structure for each of the high school courses outlined in this edition of the *Guide* may be somewhat different. Each course tends to have its own organizing principles based on the major concepts or ideas that make up the discipline. The nine content Strands used as organizers for grades K-8 do not disappear, however. In the high school courses, one or more strands may be the major focus of a course while the other strands play supporting roles or become completely integrated into other themes.

At the high school level, most students are ready to begin more sustained learning projects. The Sample Student Activities and Projects which correspond to the Proficiency Statements and Indicators may vary from activities that could be accomplished in one or two class periods or blocks to long-term projects that might be completed over a semester.

Proficiency Statements and Indicators for high school courses are statements about the important concepts and skills to be emphasized in the course and are intended to serve as reference points. They are not presented in chronological or hierarchial order. Teachers and schools are free to organize instruction in the ways that best meet the needs of their students.

The *1996 Social Studies Proficiency Guide* provides Course Descriptions, Proficiency Statements, Indicators, and Sample Student Activities and Projects for **Economics, Psychology, Sociology, United States Government, United States History, World History/Civilization,** and **World Geography.** These courses were selected because they are high enrollment courses which are subject to the textbook adoption process. All of the courses in the high school social studies curriculum provide valuable skills and knowledge and are important in preparing young people for their future roles as citizens. Course descriptions for all high-school social studies courses are provided at the end of the 9-12 section of the *Guide*.

KINDERGARTEN

Focus: Living and Learning Together

The goal of social studies education is for children to develop thinking and decision-making skills that will prepare them for responsible citizenship in a democratic society. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students should be introduced to examples of differences and changes in their surroundings and should be learning to describe a sequence of events in a day. They should become familiar with geographic relationships, such as location (here, there, over, under), direction (up, down), size (big, little), and shape. Children should be given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten should have the opportunity to use a variety of resources (including technology and electronic and print media) as a means of gathering and organizing information. They should have the opportunity to learn through play and participation in large and small groups, as well as through individual learning activities.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP and GOVERNMENT **Examine the reasons why rules are needed.**	
• Identify rules at school.	• Draw pictures illustrating important rules at school.
• Give reasons for specific rules.	• State a rule and suggest reasons why the rule is important.
• Identify responsible actions in themselves and others.	• Identify a "responsible class citizen" at the end of each day.
• Make appropriate choices and discuss consequences of inappropriate choices.	• Identify the best actions to take to solve a classroom problem.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Identify different, changing, and expanding environments around them, including the school and neighborhood.**	
• Name their school and classmates; name school personnel and define their roles.	• Meet school personnel and discuss jobs and responsibilities.
• Give examples of how seasonal changes affect the environment.	• Take a walking tour of the school and neighborhood and identify things that change with the seasons. Draw pictures of the same location in different seasons.
• Identify and describe, the school and places in the community.	• Draw pictures and name people, places, and things in the neighborhood.
• Begin to identify events that take place in a sequence.	• Give examples of events in the school that take place over the year.
• Identify, describe, and participate in events in the school and community.	• Tell stories about regular and special events in the school and community.
• Distinguish between people, events, and objects of long ago and now.	• Have a parent or grandparent visit the classroom to tell stories of going to school in the "old days." Separate objects and pictures into categories labeled "past" and the "present" or "today."

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Explore the geographic relationships of home, school, and community**	
• Identify and describe plants, animals, land and water forms and other natural features that are familiar.	• Draw pictures of land and water features. Point out the same types of features in picture books and on maps and globes.
• Use terms related to location, direction, and distance to find people and things in the classroom.	• Follow directions to find hidden objects in the classroom.
• Use symbols to represent objects, features, and places.	• Make a drawing using pictorial symbols for things in the classroom.
• Use terms to describe the relative size and shape of things and places (e.g., big, little, large, small, round, square).	• Sort objects according to size and shape characteristics.
• Examine pictures of different environments to describe how they are similar and different from their own.	• Catagorize pictures of locations by similarities and differences.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Explain how people meet basic economic wants and needs.**	
• Identify goods and services that people need and want.	• Using magazine pictures, make a mural or collage of basic needs or goods and services. Label the collage with symbols for food, shelter, clothing, etc.
• Describe how people work to obtain food, shelter, and clothing (goods and services).	• Use play dough to make models of goods or people performing services.
• Describe the economic activities that family members do together.	• Make a pictorial journal of economic activities in which they participate.
• Identify specific jobs that people do.	• Name and discuss different jobs that people do.
• Explain that people earn money (income) by working.	• Play "charades," by acting out the role of individuals earning money by performing various jobs.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Demonstrate that people have likenesses and differences and that people learn from each other in many different ways.**	
• Identify types of food, shelter, and clothing used by people in different places and suggest reasons for differences.	• Invite family and community members to share artifacts, customs, food, books, songs, etc.
• Identify similarities and differences in families in places around the world.	• Make a bulletin board showing pictures of the different kinds of food, clothing, and shelter used by people in other countries.
• Describe and compare customs, holidays, and celebrations.	• Draw pictures of holiday activities for each month. Arrange them in a sequence to make a holiday timeline.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUAL & SOCIETY **Ideatify themselves as unique individuals who interact with other individuals and with many groups, including the family, school, community, state, country, and the world.**	
• Assess their own unique qualities and identify qualities of others that make them unique individuals.	• Form teams of two persons based on differences (wearing different colors, different shoes, hair styles etc.). Share something special about a teammate with the group.
• Identify actions or feelings of others that are similar to or different from one's own.	• Discuss pictures showing different emotions or actions.
• Describe individuals who are important in their lives.	• Draw pictures of people who are important in their lives.
• Recall name and home address (street, city, state.)	• Seated in a circle, orally rehearse , "I am . . . ; I live . . . . "
• Identify the name of our country and its president.	• Identify the President and other members of government from pictures in magazines and newspapers. Learn songs about our country.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Give examples of events that are important to them.** • Describe an event that is important to them (e.g., a new tooth, buying something new to wear, etc.) • Describe an event that happened recently (yesterday, last week) in the classroom. • Participate in planning for an event by suggesting things that will be needed, tasks that will have to be done, etc. • Anticipate events that are planned for the future (tomorrow, next week).	• Make a bulletin board of "headlines" of important events contributed by each child. • Make a class book of pictures showing a sequence of events that are important to the class. • Keep a weekly or monthly calendar of events. Place symbols on a large class calendar to mark coming events. • Plan a field trip and evaluate the results discussing what was seen and done.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Use a variety of resources (including technology, electronic and print media) to gather and organize information.**	
• Separate time, things, events, etc., into classes or categories.	• Use charts or boxes for sorting, labeling, and classifying.
• Interpret firsthand experiences by drawing, painting, or making models of things, places, people, and stories.	• Share drawings, paintings, and models of experiences.
• Practice matching and finding patterns and relationships in words, shapes, and objects.	• Participate in learning centers for classifying and categorizing.
• Practice using direction and comparison words (e.g., up/down, alike/different, big/little, tall/short).	• Post and use labels or vocabulary cards on classroom items and areas.
• Participate in small groups to explain an idea, event, or story.	• Carry out small group demonstrations using manipulatives and pictures.

FOCUS: LIVING AND LEARNING TOGETHER	KINDERGARTEN
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS & PRACTICE **Practice citizenship skills through participation in group activities.**	
• Follow classroom rules to facilitate participation and sharing.	• Discuss classroom rules.
• Work cooperatively in small groups.	• Practice strategies for working together (sharing materials, speaking quietly, using polite words like "please" and "thank you").
• Work together to find solutions to classroom problems.	• Practice consensus procedures (identify various choices such as favorite foods for a party, discuss choices, agree on a selection).
• Demonstrate through participation that the feelings and needs of others are respected.	• Practice using expressions like "Excuse me," "I'm sorry." Join in celebrating special events like birthdays. Take turns providing special help to other students when help is needed and wanted.
• Exercise responsibility for personal safety within the school and community environment.	• Practice safety rules; report examples of safety successes to the class on a regular basis.

SOCIAL STUDIES
GRADE ONE

Focus: School and Neighborhood Environments

Through learning experiences at the first-grade level, students should be given the opportunity to develop thinking and decision-making skills through participation as members of their school and neighborhood. They should be able to identify events and changes taking place in the school and local community and classify events as taking place "today," "yesterday," and "long ago." They should explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as models of the earth. First-grade students should have opportunities to discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in Grade 1 should be able to explain why rules are needed in groups and apply rules to different group situations. They should have opportunities to practice citizenship skills through participation in a variety of group activities.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP & GOVERNMENT **Examine the reasons why rules are needed for productive group life in the school and neighborhood.**	
• Identify rules that exist in the classroom and at school and explain and discuss their purposes.	• Develop and list classroom rules on draft paper and tally each rule as it is used.
• Suggest reasons why specific individuals (e.g., teacher, aide, principal, bus driver, police officer, parent, babysitter) have rules.	• Invite school and community officials to the classroom to discuss rules and how they are made.
• Discuss the consequences of fulfilling or not fulfilling responsibility to legitimate authority.	• Construct a "web" with a problem in the center and lines leading from the center to alternative actions. Additional lines show the possible consequences leading from each alternative.
• Apply rules to different group situations (e.g., games, sports, group work, field trips).	• Discuss why rules are necessary and if more rules are needed.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Identify different, changing, and expanding environments around them, including the school and neighborhood.**	
• Identify things which have changed in their lives.	• Draw a simple timeline of changes in their life since birth.
• Classify objects from pictures as "things of today" and "things of long ago."	• Recall and classify items from a field trip to a historical museum.
• Identify individuals of past and present significance to the community.	• Invite family or community member to share items and experiences that are of historical significance; read and retell stories of significant persons.
• Identify changes in the community, including new/fewer businesses, more/less people, more/less public services.	• Interview senior citizens about changes that have taken place in the community.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Explore the geographic relationships of home, school, and neighborhood.**	
• Use directional words to locate things in the classroom and school.	• Give and respond to verbal instructions involving directions (e.g., here/there, over/under, left/right, up/down).
• Make models and maps to show relative locations of familiar environments (e.g., classroom, school, playground).	• Use play dough or modeling clay to make maps and models of the classroom school, playground, and neighborhood. Make a large floor map showing major streets. Place milk carton buildings in correct locations. Name the streets crossed and followed on the route between home and school.
• Identify the geographic locations of their homes in relation to the school and neighborhood.	
• Identify a globe as a model of the earth and compare other models with the real objects they represent.	• Play the "globe toss" game with an inflatable globe. Name the geographic features (land or water) under the right thumb.
• Relate locations on maps and globes to locations on the earth; name and locate home community, nearby city, or body of water, or other features on maps and globes.	• Identify the United States, Indiana, their local community, and nearby cities on simple maps. Name major land and water features.
• Distinguish between land and water on globes and maps.	• Construct a bulletin board map with stamps or magazine pictures showing geographic features.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Explain how people work and use resources to fulfill their economic needs and wants.**	
• Explore how people work to obtain goods and services (food, shelter, clothing, recreation, transportation, etc.).	• Cut out "paper doll" outlines of people and decorate the dolls to correspond to the jobs people do.
• Explore the kinds of work that people do and how that work benefits their family and the community.	• Interview school personnel and family members and make a class book or folder about the work that people do.
• Give examples of how people are producers and consumers.	• Make a chart showing goods and services produced and goods and consumed.
• Give examples of work for which people receive and do not receive income.	• Establish a classroom mini-economy (see Resources Section, Page 217.)
• Identify ways that people spend money and suggest reasons why people save money.	• Invite a bank employee to discuss savings accounts.
• Suggest reasons why it is not possible for people to have all the things that they want (scarcity).	• Cut out ads or catalog pictures of items students might want to buy. Discuss reasons why some choices might be eliminated.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Demonstrate that people have similarities and differences and that people learn from each other in many different ways.**	
• Discuss ways in which people in their families, classroom, and school are similar and different.	• Identify different types of homes in the neighborhood (e.g., one-story, two-story, apartments, tall buildings, low buildings, brick, wood, etc.).
• Suggest reasons why people choose different types of goods and services (food, clothing, housing, music, etc.).	• Make a chart of different types of houses.
• List the different types of food that people in their families, neighborhood, and community enjoy.	• Make individual or group posters in which each student contributes pictures or drawings of favorite things. • Make a chart showing how chosen foods fit into the basic food groups.
• Compare housing, clothing, and foods of their families and neighborhood with those in other parts of the world.	• Take a neighborhood walk and photograph different buildings, businesses, and people. Compare with photographs of other parts of the world.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES continued . . .	
• Give examples of items in their homes, classroom, and neighborhood that come from other countries.	• Do a "label hunt" using clothing or other personal goods. Make a bulletin board map showing where each item comes from.
• Describe family, community, and national holidays and celebrations.	• Write stories or draw pictures of important national holidays and celebrations.
• Demonstrate a custom or practice of the past and compare and contrast with their own customs.	• Have an "old times" day at school. Dress and role play customs of the past.
• Demonstrate a custom or celebrate a holiday of another country.	• Sing songs, play games, sample foods from other countries, and practice speaking simple words in other languages.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUAL & SOCIETY **Identify themselves as unique individuals who interact with other individuals and with many groups, including the family, school, community, nation, and the world.**	
• Assess their unique qualities and those of others.	• Make a booklet with drawings and pictures about themselves and the things they like. Compare with classmates.
• Describe how family members and friends provide for each other's needs for love and respect.	• Make a classroom "tree" using a real branch inserted in a decorated can or pot. Add photos or pictures of class members.
• Give examples of how people in the school and neighborhood depend on each other.	• List various people in the community on a large chart; draw arrows connecting persons with others they depend upon.
• Tell about a current event which occurred in the school or community and discuss why it occurred.	• Make a bulletin board chart with newspaper and magazine pictures of national, state and community leaders, or events.
• Anticipate family, classroom, and school events that are planned for the future.	• Make a "Previews of Coming Attractions" poster which publicizes a future classroom or school event.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Give order and sequence to events that are important to them, their families, and the school.**	
• Sequentially place events in their lives and in the school day.	• Make a personal time line from birth to present. This could be a take-home, family involvement project including photos.
• Make contributions to class time lines dealing with the days of the week, months of the year, seasons, and special events such as birthdays and holidays.	• Maintain a large class calendar for daily discussions that can be used for planning events.
• Give examples of ways that people get information about events that are taking place or will take place (e.g., television, radio, computer, print media, etc.).	• Use computer to produce a simple newsletter for reporting school and classroom current events. Make a bulletin board of news clippings and brochures about coming events.
	• Construct a time line of future school and community events.
• Participate in planning for an activity by suggesting things that will be needed, tasks that will have to be done, etc.	• Work with class members to carry out planning by taking responsibility for tasks, bringing needed materials, etc.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Use a variety of resources, including electronic and print media, to gather and organize information.**	
• Interpret firsthand experiences by drawing and painting pictures of things, places, people, and stories.	• Use pictures to tell stories or make simple "reports" to the class.
• Use simple reference books, resource persons, and other media to explore a topic of interest.	• Conduct a video conference with a local "expert" to obtain information about a topic, and/or use the computer to find information on the same topics.
• Separate time, things, events into classes or categories on the basis of specific criteria.	• Construct a long time line or chart on freezer paper. Divide into equal segments, attach labels to each segment according to time period or category.
• Construct maps and models of real objects and places.	• Make a simple map of the classroom using available resources (blocks, clay, paper, paint, household items, etc.).
• Explain their use of symbols to represent real things in the pictures, models, and maps that they have made.	• Discuss their maps and compare their interpretations of information with classmates.
• Explain why and how symbols are useful for conveying information.	• Photograph neighborhood signs and symbols; display on a bulletin board. Give examples of how symbols are used to convey information in the school and neighborhood.

FOCUS: SCHOOL AND NEIGHBORHOOD ENVIRONMENTS	GRADE ONE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS & PRACTICE **Practice citizenship skills through participation in group activities.**	
• Identify some of the rights that people have, such as the right to own personal belongings.	• Draw pictures showing rights and responsibilities that people have.
• Suggest some of the responsibilities that accompany these rights (e.g., the responsibilities of owning a pet, etc.).	• Invite an animal control officer or veterinarian to the classroom to discuss responsibilities of owning a pet; or invite a guide dog, or service dog, resource person to the classroom to discuss mutual help and responsibility.
• Differentiate between items that students own and do not own.	• Inventory the classroom for "my things," "your things," and "our things."
• Adopt accepted classroom rules to facilitate participation and sharing.	• Construct a large wall chart of agreed upon classroom rules; review the chart often to determine if the class is observing its own rules.

SOCIAL STUDIES
GRADE TWO

Focus: Neighborhoods and Communities

Through learning experiences, students in second grade should be able to apply thinking and decision-making skills within the context of the school and neighborhood. Students should examine events and changes that are taking place in the school, neighborhood, and community and consider changes that might take place in the future. Students should identify local landforms and bodies of water. They should explore geographic relationships by making simple maps of the school and neighborhood. Students should demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide for emotional needs and for goods and services. Students should identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. They should have opportunities to engage in problem solving and participate in the development of classroom rules. They should have the opportunity to use a variety of means for gathering and organizing information.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP & GOVERNMENT **Demonstrate why groups and communities have rules and laws.**	
• Survey the community for signs which convey rules and laws (such as "stop signs," "no parking" signs, etc.).	• Make a chart illustrating "rules" on one side and "reasons" on another.
• Identify the sources of authority for those who make laws and rules in the school and community.	• Invite local law makers to discuss their jobs and how laws are made. Work together to develop a list of questions prior to the visit.
• Identify school and classroom rules and their purpose.	• Make posters illustrating school and community rules for display in the classroom and school building.
• Give examples of how classroom rules can be made and changed by voting.	• Compose a set of classroom rules which can be voted on by the class.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Examine changes in the community.**	
• Identify changes that can be observed in the school and neighborhood.	• Construct a T-chart categorizing changes in the school and neighborhood. Record things that have not changed on the opposite side.
• Identify changes in the size, number, and uses of buildings, streets, and roads in the neighborhood and community.	• Complete a walking tour with a longtime community resident or guide. Use a tape recorder to record community changes identified by the guide.
• Describe how historic buildings and other structures are different from more modern buildings.	• Take a field trip around the community and photograph various buildings and streets. Compare with old pictures from newspapers and community histories.
• Examine pictures and photographs of the neighborhood and community in the past and explain differences in clothing, cars, and architectural styles.	• Construct photo and picture collages divided into different time periods.
• Identify individuals of past and present significance to the community and nation.	• Research names of buildings and streets in the community and why or how they were named. Use a computer to publish findings. Make this information available to school and community newsletters or other publications.
• Consider changes that might take place in the school and neighborhood in the future.	• As a class, construct a model of a community of the future using modeling clay, milk cartons or other materials.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS ***Show how their neighborhood is geographically related to other neighborhoods and the community.***	
• Use the cardinal directions to locate things outdoors, in the classroom, school, and neighborhood.	• Post direction signs (North, South, East, West) in the classroom and school and use them in giving and following directions and for orienting maps.
• Make a simple map of the school and neighborhood, using symbols to represent objects, features, or places.	• Construct a large floor map on heavy plastic, add place names, symbols, and a map legend.
• Use symbols to identify local landforms and bodies of water.	• Post a legend or key for reference in making original maps.
• Locate oceans, continents, mountains, islands, and lakes on maps and globes.	• Construct three-dimensional maps with labels.
• Compare maps and describe similarities and differences.	• Laminate a collection of old and current multi-purpose maps; compare uses and symbols.
• Locate places in the neighborhood and outside the neighborhood on community maps.	• Send letters or E-mail to other communities requesting information about special geographic and cultural features.
• Compare and contrast life in cities, towns, suburbs, and farms.	• Take a field trip to a rural, small town, or farm; videotape the trip and interview selected people about life in the city/country.
• Observe and record daily changes in the weather and how plants, animals, and people respond to seasonal changes.	• Maintain journals throughout the year using symbols, graphs, and tables to convey information.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators ***Students should be able to:***	***Sample Student Activities*** ***Students might:***
ECONOMICS ***Describe how people depend on each other to supply economic goods and services.***	
• *Explain how natural, human, and capital resources are used to produce goods and services.*	• *Identify the productive resources used to produce specific goods and services.*
• *Identify people who provide goods and services to the community (e.g., school workers, firefighters, police officers, doctors, factory workers, storekeepers, farmers, homemakers, etc.).*	• Participate in a job fair where community members discuss their jobs.
• Explain why people specialize in different jobs.	• Establish a classroom mini-economy (see Resources, Page 217).
• Explain how people earn and use their income.	• Mount pictures from newspapers and magazines showing people earning income in many different ways. Work in small groups, using ad sections from newspapers to categorize ways people might spend money.
• Classify people who are producers, consumers, and both producers and consumers.	• Create a pictorial graph dividing people into 3 categories: producers, consumers, and both producers and consumers.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS (continued)	
• Give examples of how scarcity requires people to make choices about using goods, services, and resources. (Since resources, goods, and services are scarce, people must make decisions about what they will buy, or not buy, and what they will produce.)	• Plan a trip or vacation. Work in cooperative groups to agree on and prioritize a limited number of items to take.
• Identify the *opportunity cost* of a choice. (Opportunity cost is the most valuable alternative a person has to give up to get something he or she wants).	• Organize a classroom store. Identify the opportunity cost of consumer choices.
• Recognize groups and people who make personal sacrifices for the benefit of others.	• Make awards to present to community and school workers for outstanding service (These could be student-made certificates, badges, buttons, or other gifts).

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Illustrate how neighborhoods and communities are made up of people of different ages and backgrounds.**	
• Identify people of different ages and backgrounds in their neighborhoods.	• Survey people of various backgrounds and ages (children, adults, senior citizens) about what they like most about their neighborhood.
• Share the culture and traditions of their families.	• Help plan a culture fair illustrating foods, holidays, languages, and other family customs.
• Explore the culture and traditions of ethnic groups in the community.	• Help plan school visits from family/community members. Develop and send invitations and sample questions prior to the visit.
• List ways their neighborhood is similar and different from other neighborhoods in the community.	• Construct a large wall chart with columns for local neighborhoods and corresponding services, celebrations, languages, religions, ethnicity.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS & SOCIETY **Explain how family members depend upon each other in local communities and other communities around the world.**	
• Describe responsibilities that different people have.	• Make charts or webs showing different responsibilities and who carries them out.
• Classify ways in which people depend on each other in their own families and in the community.	• Take a field trip to a waste water treatment plant or other community location providing essential services (food, water, protection, education, etc.).
• List ways community members and people outside of the community are mutually dependent.	• Examine labels on food and clothing for origin of materials and production.
• Show how communities are linked together by trade, transportation, communication, and technology.	• Use a large map and stretch color-coded string from their community to other parts of the world showing links that the class discovers.
• Compare and contrast the ways community members interact with each other in other parts of the world.	• Invite a member of an immigrant family to visit the class with everyday artifacts and discuss how basic needs are met in their country of origin.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Suggest ways that current events may influence their lives and the lives of other people in the community**	
• Give examples of ways that we obtain news about events (e.g., television, radio, newspaper, public announcements, etc.).	• Plan a TV news show for the classroom; videotape and critique the news report.
• Gather and organize information related to current class, school, or community problems.	• Connect news clippings with string to a local and world map bulletin board.
• Provide possible solutions to problems and identify possible consequences of the proposed solutions.	• Discuss solutions to a specific problem in small groups; share and compare each group's solutions.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Use a variety of resources, including electronic and other technologies and print media, for gathering and organizing information.**	
• Summarize information from books, stories, interviews, field trips, and audiovisual resources.	• Compare their own interpretations of information with those of classmates.
• Identify symbols on maps, globes, and in the school and neighborhood environment.	• Make a wall chart illustrating symbols which are used to convey information in the classroom or community.
• Use symbols to convey information.	• Construct a key of special symbols for class tasks and activities; use on calendars and daily schedules.
• Interpret maps of the classroom, school and neighborhood.	• Use simple computer technology and enlargements of overhead transparencies to construct class maps.
• Make charts, maps or other graphic organizers by arranging actual objects according to distinguishing attributes.	• Make a "human graph" of tennis shoe wearers at one side of the room and non-tennis shoe wearers at the other side.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS continued.....	
• Construct graphs and tables.	• Count things that they observe in the neighborhood, (e.g., cars, bikes, motorcycles) and make simple graphs and tables.
• Construct time lines and capsules which relate to past, present, and future.	• Make a time capsule. Include items of importance in their daily lives. Store, retrieve, and discuss at the end of the year.
• Use computer programs to participate in simulations.	• Compare computer simulations with known community situations. Use KIDSNET, and World Wide Web; ask local travelers to carry messages from the class to other classrooms around the world.
• Compare various methods that people use to receive and send information in the past, present, and future.	• Design a flow chart with a series of pictures showing early forms of communication and changes in communication that have taken place over time. Consider possible future changes.

FOCUS: NEIGHBORHOODS AND COMMUNITIES	GRADE TWO
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS & PRACTICE **Demonstrate through participation that people in a democracy have both rights and responsibilities.**	
• Identify some of the rights that people have under our system of government (e.g., the right to have personal belongings and property, freedom of speech, freedom of religion).	• Design a symbol for each right.
• Examine some of the responsibilities that accompany these rights.	• Construct a wheel or web listing *rights* as the hub and related *responsibilities* as the spokes.
• Identify school and community leaders and give examples of the qualities that a leader should have.	• Post charts listing and defining leadership qualities; attach examples from local media.
• Discuss the responsibilities, privileges, and limitations that leaders have.	• Extend discussions by interacting with civic leaders through visits, field trips, video conferences, letters, etc.
• Consider the importance of accepting responsibility for leadership.	• Interview respected leaders about the benefits and responsibilities of leadership.
• Develop a growing list of ways children can participate responsibly in community life.	• Survey the school or neighborhood and identify a common problem or need. Use consensus to develop a solution.

SOCIAL STUDIES
GRADE THREE

Focus: The Local Community and Communities Around the World

Through learning experiences, third-grade students should gain knowledge and process information about their local community from a variety of resources. They should identify important historical events, places, and persons from the past and make connections with their present community. Third-grade students should explore their own community, including its geographic location, human and material resources, major work and services, and basic beliefs and values. Students should begin to understand other communities in the state and the world through simple comparative studies. For third-graders, the study of history should emphasize continuity and change. Concepts of time and space should unfold through such direct experiences as historic role playing, interviews, study trips, and the construction of simple maps and charts. Through group work and projects, students should increase communication and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: using cardinal and intermediate directions and common map symbols; locating their community, major land and water forms, and reference points on maps and globes; making simple generalizations about change (past and future) and the influence of geographical location; giving examples of the role of work, and how people make choices about economic wants and needs; giving examples of the diversity of goods and services; exploring the heritage of their own and selected communities; and demonstrating responsible decision-making and citizenship skills.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP & GOVERNMENT **Identify the role and the major services provided by local governments.**	
• Discuss the reasons why people have governments.	• Discuss what daily life would be like without government; draw up several statements describing why governments are necessary.
• Identify specific services that local governments provide.	• Make lists of government services that they use at home and school (e.g., water, sewers, roads, streets, police and fire protection).
• Identify local officials and explain their duties.	• Make posters with newspaper pictures of local officials and a description of their duties.
• Suggest the qualities needed to fulfill the duties of a community leader or person with authority.	• Form groups to interview the mayor, police officers, teachers, etc.; identify similarities and differences in roles and responsibilities.
• Suggest ways that individuals can participate in the government of their communities. • Explain how tax dollars provide some goods and services and why the government may not be able to provide all the goods and services people ask it to provide.	• Compile a simple hypothetical city budget of a few goods and services; identify the opportunity cost including certain budget items.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Explain the importance of the historical development of the community.**	
• Identify significant historical developments, events, personalities, buildings, and places in the community.	• Collect photos, rubbings, names, and pictures of historic buildings, street signs, etc. Look for clues which tell about the past.
• Identify and discuss changes which have occurred in the community.	• Find examples of how modes of transportation have changed. Collect photos and drawing. Report findings to class.
• Give examples of how other communities in the past or in other parts of the world have changed over time.	• Draw a map, street scape, or mural of the local community next year, five years, and 100 years from now.
• Predict changes in the community which may take place in the future.	• Draw a series of "streetscapes" (views of buildings from street level) in different locations at different times.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Show how the geographical location of the community relates to the state and the nation.**	
• Use a compass rose to indicate cardinal and intermediate directions on all maps. Use common map symbols.	• Label the walls, corners, and floor of the classroom with directional signs and compass rose symbols. Use as a reference to correctly orient maps used in the classroom.
• Identify land and water forms, e.g., oceans, lakes, river systems, continents, islands, mountains.	• Use play dough to create maps with specific land and water forms and their locations.
• Locate the Equator, Northern Hemisphere, Southern Hemisphere, and North and South Poles.	• Identify and label locations in the classroom which represent the equator, poles and hemispheres; use a compass for the actual directional orientation. Construct an "I am here" bulletin board using street/road, community, state, United States, and world maps.
• Distinguish political divisions from physical features on maps and globes.	• Lay a simple political and physical map side by side; search for relationships between physical features, topography, and political divisions.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS continued . . . • Give examples of how a community's location is affected by climate. • Give examples and explore patterns of how the community's geographic location affects they way people live.	• Display pictures of scenes around the world and attach with yarn to locations on a globe; discuss climates and influences and identify patterns. • Work in small groups representing different areas of the world. Research how climate, land features, and natural resources affect clothing, housing, recreation, and means of earning a living. • Survey the school and community to identify needed environment improvements. List ways they could help. Choose one or two improvements to work on during the year.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Explain how people make choices about using goods, services, and productive resources to satisfy their economic needs and wants.**	
• Describe how people must work in order to provide goods and services in the community.	• Brainstorm a class list of goods and services used since breakfast; list the jobs required to produce or provide each good and service.
• Identify productive resources (natural, human, and capital resources) in the community that are necessary to produce goods and services.	• Design a brochure advertising the natural, human, and capital assets of the community to encourage business and people to locate there.
• Give examples of how economic resources in the home, school, and community are limited (scarcity) and how people must make choices about how to use these resources.	• Ask each student to compile a birthday "wish list" and then to cut the list by a specified amount. Assist in developing a list of classroom resources to be purchased with limited funds.
• Explain why people specialize in different jobs, and how this causes people to engage in trade and to depend on each other (interdependence).	• Survey community members about their jobs, why they chose specific kinds of work, the skills and training needed, and job satisfaction.
• Explain that both parties benefit from voluntary trade.	• Make models of goods out of play dough. Then trade to get the goods they want most.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS continued . . .	
• Identify the *opportunity cost* of various consumer and producer choices (the most valuable alternative a person has to give up to get something he or she wants).	• Simulate a city council making choices. List the opportunity costs of various choices.
• Explain how tools and machines (capital) make people more productive.	• Conduct a "math productivity contest," comparing the number of math problems completed with and without calculator.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Examine the contributions of various racial and ethnic groups to the development of the community and the country.**	
• Determine when students' families and/or early families came to live in the community.	• Make a wall time line for the community, starting prior to its founding. Record families' names by their arrival dates. (Information can be found in county histories, often in the local history room of public libraries).
• Identify countries where family members may have lived in the past and consider ways they traveled to reach the United States.	• Make a chart or graph listing states or countries where students' families originated.
• Identify various community racial and ethnic groups and their places of origin.	• Interview recent immigrants or recent arrivals from other states about their experiences while traveling to the community and after their arrival. Locate states or countries of origin in maps and globes.
• Explain the ways in which people of different racial and ethnic groups help to make the community a better place to live.	• Rehearse and give presentations focusing on contributions of major ethnic/racial groups.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY **Explore the increasing similarities among groups of people as a result of trade, travel, technology and modern systems of communications.**	
• Identify different languages and ways people communicate with one another in various parts of the world.	• Make a vocabulary chart of commonly used words and phrases in different languages, along with a list of the areas of the world where these languages are spoken.
• Compare methods of communication in the past with those of today.	• Set up a display of communication artifacts (quill pen, old telephone, etc.) or pictures ordered by and identified with chronological periods.
• Identify goods that are imported to and those exported from their community.	• Collect items produced in various areas of the world to share with classmates. Have a culture fair using all the items.
• Give examples of ways people live in communities around the world.	• Work in cooperative groups to compare and contrast selected communities around the world through their housing, clothing, foods, transportation, celebrations, etc.
• Compare and contrast a different community environment with their own.	• Construct a large wall chart listing different countries, their languages, housing, major products, and industries, etc. Compare with their own community.
• Identify ways technology has helped people adapt to their environment.	• Using a modem, communicate with students/classrooms in other parts of the country or the world; inquire about and show technology used (e.g., National Geographic KIDSNET).

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Identify significant current events that influence life in the community.**	
• Identify ways in which people get current information about their communities and other places in the world.	• Make a bulletin board or mobile illustrating a variety of communications technologies and uses.
• Use various sources of information to identify important events and issues in the community.	• Design a survey to collect data about the kind of information source people use to inform themselves about issues.
• Explain how an event may be important to their lives.	• Interview community leaders about a specific event or issue through letters, by E-mail, or in person.
• Explain how community leaders use information about current events to make decisions.	• In small groups, pretend to be community people dealing with current issues; develop solutions in each group and compare.
• Discuss the relationship of a current event or problem to the present, past, and future.	• Make a time line with pictures of different events featured on front pages of newspapers; discuss how these affected students' families and community.
• Identify specific problems or issues in the community and propose possible solutions or outcomes.	• Interview adults about an issue or problem of the past, how it was resolved, or not, and the long-term results. Write stories or draw pictures based on these events.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Use a variety of resources which include technology, electronic media, and print media to gather information about their community and other communities around the world.**	
• Give examples of how technology helps people gather and organize information.	• Make a bulletin board or mobile illustrating a variety of technology and uses.
• Interpret information about life in the community from simple charts, time lines, pictures, photographs.	• Construct original charts, time lines, and maps or use computer programs to generate information about the community.
• Use different types of maps to collect data about their community (e.g., county maps, street maps, highway maps, aerial photos).	• Using a variety of resources, construct simple, enlarged wall or floor maps and charts to describe the community.
• Identify different opinions on events and issues from television, newspaper headlines and cartoons, and other media.	• Interview community members about life in the community, now and in the past.

FOCUS: THE LOCAL COMMUNITY AND COMMUNITIES AROUND THE WORLD	GRADE THREE
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE **Demonstrate understanding of democratic ideas through the practice of citizenship skills.**	
• Explain why it is important to respect the rights and property of others.	• Generate a short list of group rules to guide use of materials and property.
• Exercise responsibility by working together in groups to plan and carry out projects and activities.	• Prior to a study trip, work in small groups to identify questions to be researched and contacts to be made; evaluate results after the trip.
• Identify rules and laws in the community.	• En route on a study trip, identify evidence of rules and laws. After returning to the classroom, make a chart putting rules and laws into groups.
• Explore the ways rules and laws are made.	• 1) Visit a city council session, or the meeting of another governing body, while a proposed rule or law is being debated. 2) Elect a "classroom council" to make decisions about rules for the classroom.
• Gather and analyze information about national symbols, holidays, and famous citizens.	• 1) Design patriotic posters featuring national symbols and leaders of the past for a mock election. 2) Do first-person presentations of famous citizens. 3) Make charts relating national symbols and holidays with famous citizens.

SOCIAL STUDIES
GRADE FOUR

Focus: Indiana in the Nation and the World

Through fourth-grade students should be able to apply their growing academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Fourth-grade students are beginning to develop a more definite concept of time and can begin to deal with cause and effect relations and decision-making processes, such as identifying problems and considering alternative solutions and their consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and in hands-on activities, such as collecting and examining primary documents and artifacts, making models and maps, talking with community resource persons, and visiting historic sites and buildings.

Fourth-grade students should be able to identify key events, places, and people which have shaped their state and region. They should be able to explain how changes have affected people and communities. They should identify major landforms, water features and resources and explain how they have influenced state and regional development. They should be able to describe the basic structure of state government and explain its purpose. They should have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage.

Students should also develop proficiency in working cooperatively in groups to collect data from a variety of resources (including technology, and electronic and print media) to draw simple conclusions, and organize data using graphs, charts, maps, and simple time lines.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP AND GOVERNMENT **Describe the components and characteristics of Indiana's present form of government.**	
• Define the major purposes, and functions of Indiana's state government.	• Make a list of the major services and regulations provided by state government that are used by people in the community. (e.g., state roads and highway, health and safety regulations, etc.).
• Identify the branches of state government and major office holders.	• Identify the Governor, Lt. Governor, the local State Senator, and the local State Representatives. Make a chart showing the duties of the Lt. Governor and the General Assembly.
• Explain how a Governor and legislators are elected and describe the characteristics one should look for in persons running for the office of governor or legislator.	• Interview adults in the community about the qualities that are important in state leaders.
• Identify the major provision of Indiana's constitution.	• List, match, and compare major points in the 1816 and 1852 constitutions; simulate the writing of the first Constitution under the Constitutional Elm in Corydon. • Visit the General Assembly while it is in session and speak with their representative/senator.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Trace the historical movements which have led to the development of Indiana as a state.**	
• Identify prehistoric, historic, and present day groups of Native Americans and their contributions to Indiana.	• Use a map of Native American cultural regions and an Indiana map to identify various Native American cultural regions during different time periods.
• Describe the early European exploration of Indiana.	• On a U.S. map, show the routes European explorers followed to reach Indiana.
• Explain what motivated early European explorers and settlers and identify the resources they needed.	• Make charts of reasons for exploring and settling in Indiana; brainstorm lists of needed resources.
• Examine the events leading to territorial status and statehood and describe leaders who shaped Indiana.	• Choose a leader who has helped shape Indiana; research and report on his/her contributions.
• Identify people, places, and key events in Indiana history.	• Make a time line, or other graphic organizer, of people and events important to Indiana's development.
• Compare and contrast major events in Indiana history to key events in other regions of the world.	• Create a school-wide time line which shows the connections among community, state, and world events.
• Based on knowledge of the past, predict what Indiana's future will be in relationship to the rest of the world.	• Make drawings depicting Indiana in the future.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Demonstrate an understanding of Indiana's geographical relationship to the nation and the world.**	
• Explain the relationship of the earth to the sun and its effects upon climate, natural vegetation, soils, and animal life.	• Demonstrate the rotation and revolution process of the earth around the sun using a large globe and a flashlight; draw maps or pictures showing the positions of the different seasons.
• Describe places in Indiana and other parts of the world in terms of their absolute (exact) and relative location (location in relationship to other places).	• Use map grids to find exact locations in Indiana and the United States; write "postcards" describing the relative location of places (e.g., "South of Lake Michigan...").
• Estimate distances between places using maps and globes.	• Use an Indiana road map to estimate distances to other communities and points of interest.
• Use cardinal and intermediate directions and road maps to explain how to reach specific points in the community and state.	• Write a letter to a friend or relative in another state and draw a map showing how to reach their school, their homes, historical sites, or a state park. Use cardinal directions, a grid system and road numbers.
• Describe major types of landform and water features, their worldwide distribution, and their relationship to the ways people live in Indiana and other regions of the world.	• On an outline map, color code major features in Indiana and the Midwest; add other world locations sharing similar features.
• Describe the climates of major regions and their corresponding ecosystems and relate these patterns and systems to the way people live in Indiana and other regions of the world.	• On an outline map, color code Indiana and other world locations sharing similar climates.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS (continued)	
• Identify and classify natural resources, show their worldwide distribution patterns, and recognize the physical and human limits on the use of resources.	• Choose a food product with numerous resources (ingredients) listed on the label. Determine the origins of these resources and indicate findings on a world map.
• Describe and compare urban and rural communities in Indiana and other regions of the world and explain their interdependence.	• Make charts listing the types businesses and industries found in rural areas and in urban areas. Draw arrows between industries that depend upon each other in some way.
• Make simple maps to show how communities in Indiana are linked together by movement of people, ideas, and products.	• Create overlay maps drawn on clear acetate which show transportation systems (trails, canals, roads) of the past and present.
• Demonstrate how places in Indiana have changed over time and will continue to change.	• Make a play dough or salt/flour map of Indiana showing the topography after each glacial period.
• Compare and contrast how people of various regions of the world settled in areas of Indiana and how these settlements have changed the landscape.	• Make a pictorial chart showing stages and locations of people moving to Indiana.
• Study the Indiana system of formation of townships and counties.	• Label an Indiana map, including counties, cities, major rivers, etc.
• Explore patterns found in boundaries of state, counties, townships.	• Compare different boundary lines within Indiana (township, county, and state), and across the United States.
• Give examples of how people in Indiana have adapted to and changed the environment and how they have worked together to solve present environmental problems and to prevent future environmental problems.	• Assess a community environmental problem, brainstorm possible solutions, and consider the consequences of each.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Compare the characteristics of Indiana's changing economy in the past and present and predict future trends.**	
• Explain how the scarcity of natural, human, and capital resources has affected economic choices in Indiana.	• Construct a pictorial map of different goods and services produced in Indiana.
• Explain how money makes trade (barter) easier.	• Make a chart or a collage showing the different types of money used.
• Explain how goods and services produced in Indiana have changed over time.	• Take a study trip to a museum to examine early Indiana products. Compare with present-day products.
• Give examples of how increases in productivity have affected Indiana business and agriculture.	• In small groups, gather information on Indiana inventors and report on how they affected business and agriculture.
• Compare and contrast manufactured and agricultural products of Indiana with those of states in different regions.	• Make a graph comparing Indiana's products with those of other states. Use the information gathered to set up a "Hoosier Mini-Economy" (see Resource Section).

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS continued . . .	
• Describe the importance of Indiana's products in world trade.	• 1) Take a study trip to an Indiana port. Gather information and make a chart of products shipped from Indiana and products shipped to the state. 2) Construct a map showing major exports from Indiana to world locations; explain why Indiana is among the major exporting states.
• Examine the sources and uses of state tax revenues.	• Make graphs of major sources of state revenues and major categories of spending.
• Describe how business leaders and entrepreneurs have influenced Indiana history.	• Research and report on the lives and work of specific business leaders and entrepreneurs.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Analyze and celebrate the diverse cultural and ethnic contributions that influence Indiana's heritage.**	
• Recognize and respect the diversity found in cultural heritage and traditions.	• Make posters or a collage depicting the cultural heritage of class members.
• Describe the settlement patterns of various cultural and ethnic groups in Indiana.	• Draw historical overlay maps on clear acetate showing where various cultural groups have settled in Indiana in different time periods.
• Compare important traditions, customs, and celebrations of different cultural groups in Indiana.	• Interview community members about the traditions of their cultural group.
• Trace and compare the contributions of different cultural and ethnic groups to Indiana's past and present.	• Make picture charts depicting major contributions of different groups.
• Compare and contrast cultural groups in Indiana with those in neighboring states.	• Make cultural maps of the United States showing settlement and migration patterns in different time periods.
• Cite commonalities which people in different cultural groups share.	• In small groups, write "culture grams" (brief descriptions) for various ethnic groups using common headings, such as: country of origin, language(s), celebrations, religion(s). Compare.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY **Examine the interaction between individual and group behavior in state and community life.**	
• Identify different types and functions of social groups to which people belong in Indiana.	• Develop a comparative chart of different groups that people belong to, such as family, civic, and religious groups. List the functions that these groups have.
• Explain the importance of various social groups in Indiana's development.	• Use the chart to explain the importance social groups have had in Indiana's history.
• Identify the responsibility the individual has to the state and community and the responsibility the state or community has to the individual.	• Do a two-way chart, showing the responsibilities the state and community have to individuals and the responsibilities individuals have in return.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Examine current issues and events and their influences on daily life in Indiana communities.**	
• Use several sources to gather information about current issues and events.	• Maintain a bulletin board of Indiana events from newspapers, magazines, newsletters, etc.
• Demonstrate how information about current events helps people make informed decisions.	• Attend a public meeting, interview a public official or a member of the news media about an important issue.
• Explain how world events or issues may be related to conditions in Indiana.	• In small groups, choose an issue or event from a newspaper and mount on poster board. Make a collage of possible consequences using pictures from magazines.
• Imagine how the outcome of an event might influence their future lives.	• Do a cause/effect chain using selected events.
• Identify specific problems or issues in Indiana and propose possible solutions or outcomes.	• Survey teachers and older students in the school about problems facing Indiana.
• Apply a decision-making model to current problems by identifying alternative actions and the criteria used to evaluate those alternatives.	• Describe a number of different problems on separate pieces of poster board. In small groups, move from one problem board to the next, writing or drawing solutions. Discuss and choose the best solutions.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Draw conclusions about past and present life in Indiana based on relevant data derived from a variety of sources.**	
• Use maps of different scales and themes, (e.g., transportation, population, products, etc.) to acquire data about Indiana.	
• Interpret information about life in Indiana presented in graphs, charts, time lines, pictures, and cartoons.	• Make their own cartoons about events in Indiana's past or present.
• Construct simple maps, time lines, charts, and graphs.	• Use maps and other graphics to make reports about Indiana's geography, products, and people.
• Use both primary materials (documents - diaries, letters, drawings, photographs - created by people who participated in or witnessed events) and secondary sources (textbooks, encyclopedia articles, etc.) to draw conclusions about Indiana life (see Resources Section).	• Compare a primary document relating to a specific event in Indiana history with an account of the same event from a secondary source. Create their own "primary document" by writing a letter or making a drawing about a recent event.
• Identify different opinions on events and issues from documents, cartoons, television, and other media.	• Set up a "Pro and Con" board for posting cartoons, articles and other documents taking different perspectives on an issue.

FOCUS: INDIANA IN THE NATION AND THE WORLD	GRADE FOUR
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE **Develop a commitment to democratic principles through the practice of citizenship.**	
• Give examples of conflicting interests, values, and beliefs throughout Indiana's development and describe the compromises which attempted to resolve them.	• Play the roles of different people in Indiana's past taking different sides of an issue; reverse sides; discuss how each person might feel about a compromise or specific solution.
• Give examples of how differing values and beliefs may come into conflict in a democracy.	• Take a study trip to a courtroom to learn about the justice system and its role in resolving conflicts. Identify other ways conflicts are resolved.
• Demonstrate democratic approaches for resolving conflicts.	• 1) Elect a student council to make classroom or school decisions. 2) Resolve classroom/school problems through conflict resolution and consensus-building activities.
• Consider problems that would result without rules, laws, and means of resolving conflicts.	• Write a "newspaper article" or a story about an imaginary day without certain rules or laws (e.g., a day without traffic laws).
• Explain the rights and responsibilities of voting.	• Take part in a classroom school mock election in which students play the roles of candidates, voters and election officials.

SOCIAL STUDIES
GRADE FIVE

Focus: The United States

Through learning experiences at the fifth-grade level, students begin a formal exploration of United States history, geographic regional studies, economics, government, current events, and cultural heritage. Students' increasing interest in and ability to gather and organize data should enable them to explore the physical and cultural characteristics of the United States and its neighbors.

Most fifth-grade students benefit from working and sharing in flexible groups so that they can become actively involved in "how to" demonstrations. Their natural interest in science, biography, and travel set the stage for experiences involving maps, memorabilia, collections, simulations, educational games, group planned projects, first-person presentations, and school/community experiences. Fifth-graders' interest in collecting and demonstrating uses of old objects provides avenues for extending time concepts.

In activities, emphasis should be placed on the problem-solving skills of questioning, examining fact and opinion, analyzing and evaluating sources of information, contrasting and comparing using primary and secondary sources, and conducting research using a variety of resources, including technology, and electronic and print media. Students should also be able to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting.

Additional proficiencies to be taught include: analyzing maps, globes, and graphic organizers; creating and interpreting charts and graphs; identifying relationships; debating issues; posing alternative actions; and developing thinking and independent study skills.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP AND GOVERNMENT **Describe the components and characteristics of the United State government.**	
• Define *democracy*.	• Brainstorm ideas about democracy. Use dictionaries and reference books to confirm ideas. Find quotes about democracy by famous Americans. Use findings to make group or individual "*Democracy* is...." posters.
• Trace the origin and explain the purpose of the Constitution of the United States and the Bill of Rights.	• After researching the Constitution and Bill of Rights, create a constitution and bill of rights for the classroom.
• Describe the three branches of the United States government and their functions.	• Create a three-panel display depicting the three branches of government and their functions.
• Examine responsibilities and privileges of citizenship and the process of becoming a U.S. citizen.	• Invite a person who has become a naturalized citizen to talk to the class.
• Explain the steps in the election process and propose reasons for participating and voting.	• Help organize a school-wide election which follows the major steps in the process, including the slating of candidates, voter registration, etc.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP AND GOVERNMENT continued	
• Describe the responsibility of the government to its citizens and the citizens to their government.	• Survey individuals about their knowledge of United States government and their understanding of mutual responsibility. Pool and analyze data for a report to another class.
• Examine ways by which citizens may effectively voice opinions and effect change in government.	• Invite elected officials to visit the class and discuss the ways that citizens can be effective in bringing about change.
HISTORICAL PERSPECTIVES **Describe the historical movements which influenced the development of the United States.**	
• Describe the early migration of people from Asia to North America.	• Trace possible migration routes of Native Americans on present-day maps. Investigate how land and water forms might have changed. Read Native American stories about how they came to be in their home areas.
• Identify specific Native American groups and describe their life styles before the arrival of the Europeans.	• Create a large outline map of North America showing major geographic features and regions. Draw pictures on the map, or create a wall mural showing housing, dress, and patterns of living for several major Native American cultures.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES continued...	
• List explorers who visited the Americas and describe their influences upon early colonization.	• Work in cooperative groups to research specific explorers and trace exploration routes on maps.
• Trace the events that led to the establishment of the United States.	• Investigate the travel experiences of European settlers: Compare and contrast trip plans, clothing, funding, trip necessities, technology, foods, maps of the times and reasons for leaving home countries. Speculate about why these settlers eventually might want to establish a new country.
• Name major historical figures and describe their involvement in the development of the United States.	• Read biographies of important figures. Design a "stamp" commemorating their major accomplishments.
• Tie events in United States history to key events in other regions of the world.	• Create a tiered time line of corresponding time periods in different regions of the world. List and compare events taking place in the same time period.
• Based on knowledge of the past, predict what the future of the United States will be in relationship to the rest of the world.	• Brainstorm scenarios in which results are predicted for a series of questions about the future stating with "What if...?"

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Identify the physical and cultural characteristics of the United States and describe their relationships to geographic regions of the world.**	
• Identify symbols and use scale to measure distance on maps and globes.	• Draw sketch maps from memory. Compare scale, symbols, relative locations, and topographical features with commercial maps.
• Use latitude and longitude to measure distance, determine direction, and locate points on maps and globes.	• Create "mystery locations" for classmates by giving two sets of clues. The first clue gives relative location. Example: "This place is 100 miles North of___." The second clue gives latitude and longitude.
• Use symbols on maps and globes to identify and interpret data.	• Design a map of a fictional country. Include landforms, natural resources, a map key, a compass which shows the cardinal and intermediate directions, and a scale of miles.
• Locate specific landforms, countries, states, and cities/places on maps and globes.	• Create maps of the United States showing major regions, bodies of water, landforms, states, and cities. Discuss the limitations and opportunities that these landforms presented during the early development of the United States.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS continued...	
• Hypothesize about the reasons for the locations of specific places (e.g., near a body of water, unique landform, transportation route, natural resources, source of power, etc.).	• Tape an acetate sheet over a commercial map; use colored pens and a map key to indicate specific features, resources, and transportation routes. Compare with the locations of specific places.
• Compare physical and cultural regions in North America and other regions of the world and explain major differences in life styles (e.g., climate, history, landforms, patterns, etc.).	• 1) Divide a world map into five major climates. Form groups to research the plants, animals, and other natural characteristics of the climate type. 2) Make maps of English, Spanish and French speaking regions of North America.
• Give evidence that shows the interdependence of physical and cultural regions of the U.S. and other regions of the world.	• Use photographs to compare architectural styles in different regions of the United States and relate to styles in other countries. (e.g., South Western United States/Spain/Latin America).
• Explain ways in which personal choices and public decisions influence environmental conditions.	• Tour a recycling plant or invite a representative from a recycling firm to visit the class.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in different parts of the United States.**	
• Explain how economic decisions are made in a market economy by demonstrating the relationship among economic factors (such as scarcity, choice, opportunity cost, money, goods and services, price, and supply and demand).	• Prepare a market analysis to create and run student businesses (e.g., desk-cleaning business, plant watering service, recreation managers, chalkboard engineers, photographers, etc.). See the Resource Section, Page 217.
• Construct a simple circular flow model of a market economy.	• Use drawings or pictures from magazines to create a bulletin board illustrating the circular flow model of the U. S. economy.
• Give examples illustrating the economic interdependence of different regions of the United States.	• Keep a journal of the food eaten in one day. On a map, locate the regions that produce these foods.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS continued	
• Explain how interdependence is a result of specialization and how specialization increases productivity.	• 1) Invite a business person to the classroom to discuss specific business decisions (e.g., wages, profits, job skills). 2) Chart different types of jobs, the type of education needed and corresponding salaries. 3) Take a field trip to a soft drink, potato chip or other type of factory to observe specialization and productivity factors.
• Identify natural resources and related occupations found in the regions of the United States and speculate why certain careers are more common in one region than in another.	• 1) Make a map of the United States showing resources and related occupations. 2) Identify the various careers and occupations involved in specific products (e.g., breakfast cereal, tennis shoes) and services (e.g., restaurants, healthcare, etc.).
• Trace the development of technology and inventions and analyze their impact on productivity throughout the history of the United States.	• 1) Make a time line of inventions and technological developments. In small groups, discuss how these developments affected productivity. 2) Have an "Invention Convention" demonstrating historical and/or student-made inventions. Explain the real or possible impact of each invention.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Analyze the diverse cultures that have contributed to the heritage of the United States.**	
• Identify specific cultural groups, their migration patterns, and their contributions to the United States.	• Make charts showing immigration patterns of the early 1900's. Make decision T's for a family deciding whether or not to immigrate showing the "push/pull" factors (reasons to immigrate or not); or dramatize the decision-making process, playing the role of family members.
• Investigate the cultural heritage of specific individuals and groups.	• Make a "family tree" for a specific cultural group drawing pictures of important individuals, movements, events, and contributions.
• Identify and evaluate factors which develop pride in community and country.	• Survey community members about the things that make them proud to live in their community. Use the information to create "Community Pride" posters.
• Compare similarities and differences of cultures in the United States with those of other countries.	• Visit a cultural museum. Work in small groups to identify different groups, their traditional ways of life and places of origin. Use the information to develop group reports.

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FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY **Identify and analyze groups in he United States that have influenced patterns of national behavior.**	
• Identify the different kinds of social groups to which people belong.	• Make a poster or collage using magazine clippings showing various groups that people belong to (e.g., families, sports teams, academic clubs, boy scouts, girl scouts, etc.).
• Describe the characteristics of groups that influenced the early development of the United States.	• Develop "group portraits" of different groups by listing the things that were important to them (e.g., religious freedom, owning property, individual rights, etc.).
• Identify and explain perspectives on human rights held by various groups before and after the Civil War.	• In small groups, play the roles of political parties before and after the Civil War as they develop platforms.
• Explain how groups, such as unions and political parties, have influenced the development of the United States.	• Interview members of groups, such as unions or political parties, about their perspectives, major purposes, and ideals.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY continued. . .	
• Describe the responsibilities that individuals have both to themselves and to the groups to which they belong. Give examples of how these responsibilities may sometimes be in conflict.	• 1) Using poster paper, work in small groups on the "Balancing Responsibilities See Saw." The "See Saw" has conflicting responsibilities at opposite ends (e.g., selling Girl Scout cookies with a friend after school versus helping take care of a younger brother or sister). Under the "See Saw," list ways to keep these responsibilities in balance. 2) Read biographies of American historical figures and explain how they resolved conflicts and met responsibilities.
CURRENT EVENTS **Examine current issues affecting daily life in the United States.**	
• Use several resources, including technology, electronic and print media to gather and organize information about current issues and events.	• 1) Create and manage a current events bulletin board that students contribute to and change on a frequent basis. 2) Develop a school or classroom newspaper or newsletter. 3) Keep a current events journal. Identify a different event on each page. List the different points of view about each event.
• Explore the relationship of a current issue or event to events and conditions in the past and predict how it may affect the future.	• Locate a community historical marker and make a rubbing or photograph. Explain how the event commemorated has affected the community. Propose and design a new historical marker for a current or future (hypothetical) community event.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS continued....	
• Predict how an important current event may affect their lives.	• Identify a current event and predict what its impact will be next week, next year, in five years, in 100 years.
• Identify different points of view on a current issue.	• Conduct a panel discussion representing opposite points of view, then reverse sides.
• Suggest possible solutions to specific problems which affect their communities.	• Tally the national and international problems covered in the local newspaper. Identify the five most significant ones for the community. Suggest several solutions for each one.
• Apply a decision-making model to a current problem or problems by identifying possible alternative actions and listing the criteria which might be used to evaluate those alternatives.	• Compose criteria for narrowing down the solutions suggested above; apply criteria and, by consensus, select the more constructive solutions.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Draw conclusions and make decisions based on relevant data derived from a variety of resources including technology, electronic and print media.**	
• Interpret information about life in the United States presented in graphs, charts, maps, time lines, polls, pictures, and cartoons.	• 1) Collect or draw political cartoons for a "cartoon journal." 2) Locate different types of graphs, charts and time lines in newspapers and magazines. Mount each one on a separate piece of paper or poster board. Explain the purpose of each.
• Organize information in simple charts, graphs, and time lines.	• Survey other students about a specific issue or question (e.g., preferences for particular types of cafeteria foods). Convert the data into a simple chart. Use for a report in the school newsletter to the student council or other school group.
• Use newspaper articles, magazines, radio and television reporting and firsthand experiences (e.g., interviews, surveys) to study a problem.	• Conduct a "news hounds" competition to see which small group can find the greatest variety of information sources about a specific problem or issue.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS continued . . .	
• Compare ways in which different media report about events, problems, and issues.	• Take a field trip to a television station, radio station, or newspaper office. Interview representatives from different media about how they do their work.
• Distinguish between primary materials (documents such as diaries, letters, drawings, and photographs created by people who witnessed or participated in events) and secondary sources (textbooks, encyclopedia articles, etc.).	• Set up displays representing both primary and secondary materials about the same topic or event. Compare the kinds of information and insights provided by both.
• Examine and discuss different interpretations of a historical event or issue.	• Put on a mock debate or television panel in which students play the part of individuals representing different interpretations of a historical event or issue.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE **Develop a commitment to the democratic principles that led to the development of the United States as a nation through practice of citizenship skills in the school community.**	
• Explain how diverse beliefs led to the colonization of the United States.	• Develop historical "travel brochures" or ads publicizing the advantages of moving to North America from different parts of the world in different time periods. Compare the reasons for moving that would have appealed to different groups.
• Examine the ways the Constitution and Bill of Rights protect people's rights.	• Create a bulletin board display featuring the rights protected by the Constitution and Bill of Rights.
• Describe and evaluate the struggle in our society for equal rights for all people.	• Describe and evaluate the struggle in our society for equal rights for all people. Trace specific rights through different time periods (e.g., the right to vote) and dramatize the exercise of those rights (e.g., "The year is 1796/1896/1996. Who can vote?").
• Evaluate a set of rules or laws.	• Examine a set of obsolete rules or laws. (e.g., Rules regarding the conduct of teachers: teachers had to arrive at school very early to build a fire; female teachers could not marry, etc.). List reasons why some rules and laws might need to be changed.

FOCUS: THE UNITED STATES	GRADE FIVE
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE continued . . .	
• Contribute to the development of class rules and government.	• Write a classroom Bill of Rights. List the various responsibilities that come with these rights.
• Work cooperatively in groups to share learning resources, examine problems/conflicts, and suggest possible solutions or compromises.	• Plan a class civic activity (e.g., clean-up day for room, school, local parks, etc.) in which both individuals and groups have commitments.
• Accept responsibility for group and individual actions.	• Draw up "contracts" or agreements about what each person and group will do. Keep a chart marking progress toward meeting commitments.

SOCIAL STUDIES
GRADE SIX

Focus: Global Studies -Western Cultures

In the sixth grade, students should compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on Europe; North, South, and Central America; the Caribbean Region; and Antarctica. Instructional programs for sixth-grade students should include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills should include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

The term *Western World* includes:

- Europe
- North America
- South America
- Central America
- The Caribbean Region
- Antarctica

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP AND GOVERNMENT **Compare and contrast civic responsibility and the political structures in various societies of the Western World.**	
• Identify major forms of government found in countries of the Western World and compare responsibilities and freedom within each.	• Compare and contrast "freedom of speech" and other basic rights in selected nations.
• Describe a citizen's role within contrasting cultures of the Western World and compare it to the students' roles in their cultures.	• 1) Use the Internet to establish links with schools in other countries. Interview students in partner schools about the roles of citizens in their cultures. 2) Invite a foreign exchange student from a high school or college to visit the class.
• Compare and contrast the ways in which orderly change may take place within United States culture with that of other nations of the Western World.	• Compare the way leadership changes take place in the United States (presidential elections) and in other countries. Collect newspaper and magazine clippings about changes in government leadership in various countries; classify as "orderly" and "disorderly" change. Compare how change takes place in a "command" society, like Cuba, versus the United States.
• Describe the cultural influences that affect the political structure of a culture of the Western World from the past to the present.	• Work in small groups to research the cultures and governments of selected countries in different time periods. Compare time periods and conditions.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Evaluate the effect of historical events, figures, and decisions on world cultures.**	
• Identify major historical events and figures from societies of the Western World. Describe their influence in a specific culture and the world.	• Select a past or present leader. Create a "web" with the leaders name or picture at the center. Draw a line to connect to important contributions, influences, etc.
• Outline the causes of major historical events affecting societies of the Western World and their influence on the past, present, and future of a specific culture.	• Investigate the causes and speculate about circumstances of "disappearing" or changing cultures (e.g., the Anasazi, the Mississippians, the classical Mayans, etc.).
• Analyze major historical decisions affecting the societies of the Western World. Develop alternative decisions and project their possible outcomes.	• Use historical front page headlines that feature important decisions. Write alternative headlines for different historical events (e.g., "King George Gives Former Colonies His Blessing;" "Spain Ignores New World"). Consider the possible results.
• Determine the impact of discoveries in science and technology.	• Trace the development of specific inventions (e.g., the compass, the clock, gun powder, printing press, etc.) and report on how they impacted the lives of people in the Western World.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Explain the relationship between physical and cultural features in the Western World.**	
• Hypothesize about the natural environment of places in relation to their exact (latitude and longitude) and relative locations.	• Outline the factors affecting climate and vegetation. Complete an outline map showing temperature ranges and plant life. Check work by comparing with maps and data in an atlas.
• Identify the physical features (land and water forms, climate, natural vegetation, etc.) that influence development.	• Choose a location and describe nearby physical features. List advantages and disadvantages for development (e.g., trade, travel, communication, etc.).
• Identify cultural characteristics of regions (language, nationality, religion, etc.) that influence cultural development.	• 1) Prepare travel brochures describing characteristics of various countries, including location, climate, language(s), industries, recreation, and cultural highlights. 2) Make a map of the world indicating which nations colonized specific areas during the colonial period. List the important influences of the colonizing countries: languages(s), religion(s) form of government, arts, architecture, etc.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS continued . . .	
• Recognize the changes in distribution patterns (population, resources, etc.) over time.	• Prepare a parallel set of maps showing changes over time (e.g., "forests in North America in 1800 and today"; "urban population in the U.S. in 1900 and today").
• Identify ways in which people in the Western World have used and adapted to their environments.	• Draw pictures to show how people have adapted to their environments (housing, clothing, modes of transportation, etc.).
• Plan hypothetical journeys which involve various methods of transportation, scheduling, time changes, directions, distances, and seasonal changes.	• Plan a vacation following the Pan-American highway (mileage maps, expenses, clothing, excursions, lodging and meals, sites).
• Identify important global issues that affect the Western World (deforestation, acid rain, population growth, etc.) and examine contrasting perspectives on these problems.	• Identify common issues in different areas of the Western World using newspapers and magazines. Play the role of people with different perspectives on this issue (e.g., deforestation in the Amazon from the perspectives of a rancher, a logger, a naturalist , an indigenous person, etc.).
• Identify the physical processes that shape the earth's surface.	• Read accounts of physical processes (e.g., earthquakes, volcanoes, hurricanes, tornadoes, etc.) in newspapers and magazines. Create a bulletin board of the forces and processes that shape the landscape.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Demonstrate the influence of physical and cultural factors upon the economic systems found in countries of the Western World.**	
• Explain how physical geography, specialization, and trade influence the ways people earn income in various countries.	• 1) Plan a family budget for a family of four based on the per capita income of a nation. 2) Develop charts and graphs showing the economic role of women in several countries.
• Explain how increased specialization and trade make countries more wealthy yet more interdependent.	• Choose several common products (e.g., a candy bar, items of clothing, etc.). Identify the ingredients or components. Research and identify locations on a world map where these products originated.
• Explore how different economic systems (traditional, command, market) answer the basic economic questions of what to produce, how to produce, and for whom to produce.	• 1) Write to the embassies of selected countries requesting information. Develop a chart comparing/contrasting standards of living among these countries. 2) Research the type of economic system or systems used in a country over a long period of time. Analyze changes in everyday life as economic systems develop or change (e.g., change from a traditional to a market economy).

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS continued . . .	
• Describe the level and sources of income (gross domestic product-GDP) in countries of the Western World.	• Color code a world map showing different GDP levels. Create a profile of specific countries highlighting economic factors (e.g., GDP, productive resources; trade statistics).
• Compare and contrast how education and technology influence productivity and economic development in countries of the Western World.	• Compare GDP levels with literacy rates/levels of educational attainment, use of technology, etc.
• Identify situations in which the actions of consumers and producers are helpful (e.g., education) or harmful (e.g., pollution) to others, inside and outside a country, who are not directly involved in the consumption or production of a product.	• 1) Report on pollution levels in different countries and on ways different countries deal with pollution. 2) Play the role of consumers and producers of products from various countries. Compare points of view.
• Explain how international trade requires a system for exchanging money between nations.	• Analyze the classified ads from a foreign, English-language newspaper. Convert salaries to dollars.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Using the cultures of the Western World as a context, identify the common elements of different cultures.**	
• Identify the characteristics of cultures that are alike and different.	• Identify common cultural themes (e.g., ways of life, work and technology, recreation and celebrations, values, etc.) and use as the basis for researching several cultures. Construct large wall charts displaying each cultural group. Use to compare and contrast.
• Identify the basic needs and wants that influence the lives of all people.	• Use research and retrieval charts (as in the previous activity) to compare basic needs and wants and the means used to obtain them.
• Explain the relationship between development factors and the ways people satisfy their needs and wants.	• Use common time lines to record needs and wants and the way they are obtained over a period of time. Analyze the changes that take place in relationship to technological and economic development.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES continued . . .	
• Recognize and evaluate forces that result in cultural change.	• Communicate with students in other countries using computer technology when possible. Inquire about the changes taking place in their lives and the forces bringing about the changes. Use the information gathered to make cause and effect diagrams (e.g., effect: more people moving to cities; cause: need for jobs). Compare with changes taking place in their own community. .
• Analyze the significance of sharing boundaries with other nations (e.g., differing national aspirations, standards of living, currencies; immigration; trade; environmental issues; travel; cultural exchange).	• Identify a current boundary issue affecting two nations of the Western World (e.g., United States and Canada: acid rain; Brazil and Argentina: immigration). Brainstorm possible solutions and areas of cooperation.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY **Using societies of the Western World as a context, develop an understanding of the relationship between individual and group behavior.**	
• Identify social groups to which people belong and explain their importance in society.	• Compose a list of interview questions or a survey . Invite a panel of foreign students to visit the class or send the survey to selected foreign students at a college or university. Use the interview/survey to identify social groups to which people belong. Ask the individuals interviewed to comment upon the importance social groups (family, religious, civic, recreational) have in their lives.
• Explain the effects of individuals' behavior on society.	• List individual actions that affect the community in positive and negative ways.
• Determine how individual behavior is influenced by social groups.	• Read short stories or other literature selections featuring cultures of the Western World. Explain how individuals in these stories are influenced by the groups to which they belong.
• Consider how social groups are influenced by the behavior of members.	• Identify leaders in several areas (the arts, government, technology) and demonstrate how they influenced their societies.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY continued . . .	
• Assess what are acceptable behaviors in different social groups.	• Identify several social groups (formal and informal) to which they belong and the expectations (norms) in order to remain members in good standing.
• Develop an understanding of and respect for societal and individual differences.	• Identify and analyze stereotypes attributed to cultural or ethnic groups. Explain why such stereotypes might be inaccurate or unfair.
• Choose one type of social change and examine its impact upon individuals and groups. (Explain causes and consequences of urbanization.)	• Develop T-charts in small groups showing the possible positive results of moving from a rural to an urban area on one side and the possible negative results on the other.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Determine those factors from past and current events that may influence future conditions in various cultures of the Western World.**	
• Research and evaluate a current issue that affects societies of the Western World.	• Trace the impact and consequences of the introduction of contemporary western clothing on selected societies.
• Analyze a current issue that affects society at the local, national, and international levels.	• Select a current issue such as illiteracy. Research how it has affected people in the United States, Mexico, and Canada. Interview local business people and workers about how it has affected their businesses and jobs.
• Evaluate proposed solutions to a current issue.	• Brainstorm the characteristics of acceptable solutions. Prioritize and select the top characteristics. Use as criteria for evaluating solutions to current problems.
• Forecast hypothetical outcomes of a current issue.	• Work in groups to identify outcomes of a problem under three categories: PROBABLE (if current conditions and actions continue); POSSIBLE (if solutions are pursued); and PREFERRED (the best or ideal outcome).
• Outline steps to reach a desired outcome for an issue.	• Using the categories above, outline necessary steps for a desirable outcome to occur.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Using relevant data derived from a variety of sources, form conclusions, make decisions, and present findings related to various cultures of the Western World.**	
• Interpret information about societies of the Western World presented in graphs, charts, maps, time lines, polls, pictures, and cartoons.	• Using the technology and data available, produce a profile for a selected country.
• Identify, evaluate, and use appropriate reference materials and technology.	• Compile and post a chart showing many types of information sources (e.g., primary document, secondary source, print, film, etc.). List the advantages and disadvantages of each.
• Record sources of information and develop note-taking and outlining systems.	• Use a variety of strategies for recording and organizing information (cognitive maps, webs, scaffolds, chains, etc.).
• Prepare original written and oral reports and presentations on specific countries of the Western World.	• In reporting on a specific country or society, explain or demonstrate the strategies (see above) used to collect and organize information.
• Distinguish fact from opinion in data sources.	• In current magazines and newspapers, underline statements of fact in red and statements of opinion in blue. Compile on separate pieces of poster paper. Explain the criteria used for identifying factual statements and statements of opinion.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE **Develop a commitment to effective and responsible participation in the functioning of school and community organizations.**	
• Compare and contrast ideas about civic responsibility and community service in at least one Western culture (past or present) with those in the local community.	• Interview a recent immigrant, foreign visitor or student about community service activities in their country. Compile a list of service organizations and projects in the local community. Compare.
• Participate in a service learning project at some point during the school year.	• Identify different community needs. Use as the basis for selecting a service project. Design a calendar of activities to carry out the project. Check progress regularly.
• Contribute to student government and/or class government activities at some point during the school year.	• Help develop and implement a student court or peer mediation program to resolve conflicts.
• Observe school and community rules and regulations.	• Compare posted and understood rules of the school and community.

FOCUS: WESTERN CULTURES	GRADE SIX
Proficiency Statements and Indicators **Student should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE continued . . .	
• Accept responsibility for individual actions in the school and community.	• Keep a daily journal for a week with an emphasis on responsible actions. Choose one to share with others.
• Work cooperatively toward goals.	
• Provide positive leadership for at least one classroom activity or organization in the school and/or community.	• Read biographies of past and present leaders in Western societies. Discuss different styles of effective and positive leadership. Use appropriate leadership in conducting individually chosen activities.

SOCIAL STUDIES
GRADE SEVEN

Focus: Global Studies - Eastern Cultures

In the seventh grade, students should compare the history, geography, government, economic systems, current issues, and cultures of Asia, Africa the Commonwealth of Independent States, the Middle East, the Pacific Islands, Australia, and New Zealand. Learning experiences for seventh-grade students should help them to make the transition from concrete examples to abstract ideas, concepts, and generalizations. In-depth studies should provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills should include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include identifying problems, issues and questions; information gathering; hypothesizing; and evaluating alternative solutions and actions.

The term *Eastern World* includes:

- Asia
- Africa
- The Commonwealth of Independent States
- The Middle East
- The Pacific Islands
- Australia
- New Zealand

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP AND GOVERNMENT **Compare and contrast civic responsibility and the political structures in various societies of the Eastern World.**	
• Identify major forms of government found in countries of the Eastern World and compare responsibilities and freedoms within each.	• Identify different types of government in selected nations. Make wall charts describing the major characteristics of each. Compare and contrast under each form of government.
• Examine a citizen's role in contrasting cultures of the Eastern World and compare it to a citizen's role in the United States.	• Research and act out the role of the "good citizen" in several different cultures.
• Compare and contrast the ways in which orderly change may take place in the United States and in nations in the Eastern World.	• Use newspaper and news magazine accounts to compare and contrast a change in government under a parliamentary system with a change in government under the U.S. system.
• Describe the cultural influences that affect the political structure of a culture of the Eastern World from the past to the present.	• Research at least one culture or nation of the Eastern World in depth, tracing early forms of government or social organization (e.g., clan or tribal relationships, village, etc.) to the present.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Evaluate the effect of historical events, figures, and decisions on Eastern cultures.**	
• Identify major historical figures from societies of the Eastern World and their influence on a specific culture and the world.	• Develop charts or murals showing major figures in different areas of endeavor (e.g., politics and government, the arts, religion, the military) in different historical periods.
• Outline major historical events affecting societies of the Eastern World. Identify causes of events and hypothesize about influence on the past, present, and future of a specific culture.	• Construct a common time line that includes major historical events for several Eastern cultures. Make cause and effect chains using selected events.
• Analyze a major historical decision affecting the societies of the Eastern World and develop probable alternative outcomes of that decision.	• Create a "Great Decisions" TV interview show featuring historical leaders of selected Eastern cultures. Role play leaders as they explain decisions they made.
• Using geography to interpret history: past, present, and future.	• Plan a vacation following the Orient Express or Nile River (i.e., mileage, maps, expenses, excursion, clothing, lodging, meals). Describe historic sites and their locations, as well as present conditions.
• Identify discoveries in science and technology that have originated in the Eastern world.	• Identify and research specific scientific and technological developments. Develop "What if ..." charts for each one (e.g., "What if gun powder hadn't been invented?"). List the possible results if the discovery or development hadn't occurred.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Explain the relationship between physical and cultural features on the earth's surface.**	
• Hypothesize about the natural environment of places in relation to their absolute (latitude and longitude) and relative locations in the Eastern World.	• Use latitude and longitude to find places on maps and globes. Choose specific locations or specific cities and list the environmental characteristics that can be inferred from the exact location. Use an atlas, encyclopedia, or other resource to confirm ideas. Develop a "guide" to the city or location using the information gathered.
• Identify the physical features (and water forms, climate, natural vegetation, etc.) that influence cultural development in the regions of the Eastern World.	• Plan hypothetical journeys which involve various methods of transportation, scheduling, time changes, directions, distances, and seasonal changes.
• Identify cultural characteristics of regions (language, nationality, religion, etc.) and determine the effects of cultural contact among the societies of the Eastern World.	• Make cultural maps showing commonalities and differences among regions (e.g., a map of major religious or language regions on the Eastern World).
• Recognize the changes in the distribution patterns (population, resources, etc.) of the Eastern World.	• Make and interpret charts and graphs that give information about distribution of resources and population.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS continued . . .	
• Identify ways in which people of the Eastern World have used and adapted to their environments (housing, clothing, modes of transportation, etc.).	• Read folktales or other literature that provide insights to the relationship between people and the environment. Make picture "maps" of the story depicting geographic features, climate, plants, animals, housing, clothing, occupations, etc.
• Identify important global issues that affect the Eastern World (decertification, food, population growth, energy, human rights) and examine contrasting perspectives on these problems.	• Make a collage of world issues using clippings from newspapers and magazines.
• Recognize the physical processes that shape the planet's surface (erosion, earthquakes, volcanoes, hurricanes, etc.).	• Use various resources to research the causes of natural events (e.g., maps, diagrams, or computer programs showing the movement of tectonic plates). Examine the ways that people in specific areas have adapted to and attempt to predict these events (e.g., developing "earthquake proof" buildings, etc.).

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Demonstrate the influence of physical and cultural factors upon the economic systems found in countries of the Eastern World.**	
• Explain how physical geography, specialization, and trade influence the way people earn income.	• Compare the economic roles of family members in selected countries and in rural as well as urban areas (e.g., China, Japan, Egypt, Kenya).
• Explain how increased specialization and trade make countries wealthier yet more interdependent.	• Survey local businesses to discover if they export or import products to and from countries in the Eastern World.
• Explore how different economic systems (traditional, command, market) answer the basic economic questions of ***What to Produce?*** ***How to Produce?*** and for ***Whom to Produce?***	• Choose specific countries in which different types of economic systems prevail. In small groups, research and play the roles of producers and consumers in each situation.
• Compare and contrast how education and technology influence productivity and economic development.	• Use reference materials to compare literacy rates in several Eastern countries. Based on the data, develop theories about economic development in each country. Check theories by consulting research materials.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS continued.....	
• Describe the level and sources of income (gross domestic product-GDP) in countries of the Eastern World.	• Create a chart comparing the GDP of selected Eastern nations.
• Explain how social institutions, such as religions, influence the economic systems.	• Research a specific social institution (religious, political, educational, etc.) in one country. Join other students in a small group who have researched different groups. Pool information to develop profiles of the selected countries.
• Identify situations in which the actions of consumers and producers are helpful (e.g., education) or harmful (e.g., pollution) to people inside and outside a country, who are not directly involved in the consumption or production of a product.	• 1) Brainstorm a list of ways that specific individual actions are helpful to others. Make a similar list of ways that an action may be harmful. 2) Discuss problems that can arise when pollution from one country affects another. Give examples.
• Explain how extensive international trade requires a system for exchanging money between and among nations.	• Use the exchange rates listed in the newspaper to plan a business transaction or a hypothetical vacation in one or more countries of the Eastern World.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Using the cultures of the Eastern World as a context, identify the common elements of different cultures.**	
• Identify the characteristics of diffferent cultures that are alike and different.	• Read short stories or other literature from several different Eastern cultures. In small groups, compare stories listing cultural aspects that are alike and those that appear to be unique.
• Identify the needs that influence the lives of all people.	• Select one country of the Eastern World and research the way people met basic needs. Compare with the way needs are met in the United States.
• Explain the relationship between economic development and the ways people satisfy their needs and wants.	• Identify countries that are "non-industrialized," "partially industrialized," and "high industrialized." Compare the ways people satisfy needs and wants in each type of economy.
• Recognize and evaluate forces that result in cultural change.	• Investigate changes in specific Eastern cultures resulting from contact with other cultures, (e.g., China, Vietnam, Nepal, Japan, Fuji, etc.). Make cultural change charts categorizing types of change (changes in industry, clothing, housing, architecture, the arts, languages).
• Analyze the significance of sharing boundaries with other nations (e.g., differing national aspirations, standards of living, currencies; immigration; trade; environmental issues; travel; cultural exchange).	• Survey newspapers and magazines for articles and photographs reporting on both conflict and cooperation among nations sharing borders. Use to make a collage for "conflict" and one for "cooperation."

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Determine those factors from past and current events that may influence future conditions in various cultures of the Eastern World.**	
• Research and evaluate a current issue that affects selected societies.	• Trace the impact and consequences of the introduction of contemporary western products, including movies and music, on several societies of the Eastern World.
• Analyze a current issue that affects an Eastern society or societies and the international community.	• Identify a current issue featured in the news and use the Five Themes of Geography to complete the analysis of the issue and its effects.
• Evaluate proposed and hypothetical solutions to a current issue.	• Use a T-chart to analyze the consequences of solutions to an issue or problem by placing possible positive outcomes on one side of the T and possible negative outcomes on the other. (e.g., Problem: lack of housing. Proposed solution: building houses from recycled materials.)
• Outline steps to reach a desired outcome for an issue affecting societies of the Western World.	• Analyze the results of the T-chart exercise above and choose a solution. List the steps needed to implement the solution.
• Forecast hypothetical outcomes of a current issue affecting societies of the Eastern World.	• Select a problem and brainstorm possible solutions. Using pre-determined criteria, identify the "best" solutions. Categorize the solutions as "short term" and "long term."

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY **Develop an understanding of the relationship between individual and group behavior.**	
• Using societies of the Eastern World, identify social groups to which people belong.	• Examine pictures of people in Eastern societies in magazines such as *National Geographic*. Identify social groups and institutions to which people belong.
• Explain the effects of both individuals and social groups on society.	• Use the information generated above to develop webs. Place a social group in the center. Draw lines from the center of the web to indicate the effects the social group has on the society. Make similar webs showing the influence of individuals.
• Consider how individual behavior is influenced by social groups.	• Compare major Eastern religions. Collect statements from each regarding proper conduct.
• Consider how social groups are influenced by the behavior of members.	• List the social groups to which they belong. For each, list individual actions that affect the group in positive or negative ways.
• Assess what are acceptable behaviors in social groups.	• Using "tips for travelers" books, compare acceptable social behaviors in different Eastern nations and in the United States.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY continued...	
• Develop an understanding of and respect for societal and individual differences.	• List several stereotypes that some people in the United States have about people in Eastern countries and several stereotypes that people in Eastern countries may have about people in the United States. For each stereotype develop a statement that is more accurate or more fair.
• Explain causes and consequences of urbanization.	• Interview a person from the United States who has moved from a rural area to a more urban area about the reasons for moving and the results. Speculate about the causes and consequences of such a move for a family in a selected Eastern culture.
• Explore social issues arising from technological development.	• Identify one technological change (e.g., wide-spread use of television) in one Eastern culture. List the possible negative or positive effects of this change.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Using relevant data derived from a variety of sources, formulate conclusions, make decisions, and present finding related to various cultures of the Eastern World.**	
• Interpret information presented in graphs, charts, maps, time lines, polls, pictures, and cartoons.	• Find a chart, graph, or map providing data about a specific nation or nations of the Eastern World. Explain what type of information is provided and what the data mean. Also discuss what type of additional information would be useful in forming a more complete picture. For example: A chart showing per capita income for several countries may not give a comparison for rural/urban areas or indicate the relative "buying power" of incomes.
• Identify, evaluate, and use appropriate reference materials and technology.	• Design a simple chart, graph, map, time line, or cartoon to convey information about a specific country or countries.
• Record sources of information and develop note- taking and outlining systems.	• Play the "Fact or Opinion Show" in which contestants try to determine if statements taken from newspapers and magazines are facts or opinions. They win bonus points if they can explain their answer.
• Distinguish fact from opinion in data sources.	• Choose one system to record and retrieve data and use in preparing a report. Explain the strengths and weaknesses of the system.
• Prepare original written and oral reports and presentations on topics related to countries of the Eastern World.	• Work individually or in small groups to develop reports on specific countries. At least three different types of graphic organizers should be used.

FOCUS: EASTERN CULTURES	GRADE SEVEN
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE **Develop a commitment to effective and responsible participation in the functioning of school and community organizations.**	
• Compare and contrast ideas about civic responsibility and community service in at least one Eastern culture (past or present) with those in the local community.	• Use the Internet to interview students and/or adults from a country in the Eastern World regarding civic responsibility in their country. Interview local community members on the same topic. Compare perspectives.
• Participate in at least one community service project annually.	• Identify a global issue or problem that is also a concern in the local community. Interview community members and determine what responsible actions might be taken.
• Contribute to student government and/or class government activities.	• Create a mini-United Nations to review and resolve a major issue pertinent to countries of the Eastern World and/or the United States.
• Observe school and community rules and regulations.	• Review school and community rules. Brainstorm ideas about connections between rules and laws at the local level and at the national or international level (e.g., rules against littering or environmental pollution).
• Accept responsibility for group and individual actions in the school and community.	• Make a list of individual and group actions that might affect the natural environment in a positive or negative way.
• Provide positive leadership for at least one classroom activity or organization in the school and/or community.	• Identify a school or local need and organize a "Make the World a Better Place" day by cleaning up trash, showing concern for the elderly, etc.

SOCIAL STUDIES
GRADE EIGHT

Focus: United States History - Development and Growth

Eighth-grade United States History should emphasize the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century.

Special attention should be given to Native American cultures and the pre-Columbian period; colonial, revolutionary, and constitutional issues; early national formation; sectional divisions leading to the Civil War; Reconstruction, industrialization, urbanization and immigration. Students should examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore their relationship to modern issues and current events. (For example, antiwar movements in different periods in United States history, the influence of inventions and economic innovations, Indiana's concurrent growth and development, etc.) Eighth-grade students should have the opportunity to experience a variety of teaching and learning strategies. Students should practice thinking and research skills by learning to use the media center and community resources to identify, evaluate, and use appropriate data and reference information. Students should also develop an appreciation of historical preservation. Finally, students should demonstrate through their studies a commitment to the rights and responsibilities of citizenship in a democratic society.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CITIZENSHIP AND GOVERNMENT	
Examine the formation and development of political structures in the United States.	
• Examine the functions that government has in the lives of people.	• Use the newspaper to identify actions and functions by the different branches of national, state, and local government. Describe the impact of these actions on people in the community.
• Compare and contrast various types of governments, e.g., monarchy, dictatorship, democracy, constitutional democracy.	• Develop a chart that compares and contrasts types of government, and citizen rights and responsibilities in each.
• Examine the fundamental ideas which led to the development of the U.S. Constitution, e.g., legitimate authority is derived from the consent of the governed, the need for balance between individual rights and the social order, and representative government.	• Establish a class government that parallels the formation of the U.S. Constitution. Write a constitution, symbol, motto, rules, etc.
• Outline the major provisions of the U.S. Constitution, e.g., separation of powers, systems of checks and balances, Bill of Rights.	• Conduct a "hearing" on constitutional provisions and principles before a panel of "experts" (parents, community members, high school U.S. Government students). See Resources section.
• Trace the influence of political organizations on the historical development of the U.S.	• Develop a "Presidential Time Line" identifying issues, the winning party, and candidates in each presidential election.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Examine the relationship and significance of themes, concepts, and movements in the development of United States History.**	
• Compare and contrast Native American cultures of North America prior to European contact.	• Make a map showing the major Native American cultural regions of North America prior to European exploration. Identify major cultural groups and their accomplishments. Cite examples of possible early contact with others.
• Explain the motivating factors leading to European exploration of the Americas.	• Use a historical world map to identify European nations leading in trade and political and cultural activity at the time.
• Describe and assess the geographic and political characteristics of the New England, Middle, and Southern colonies.	• Make a picture map of the American colonies drawing industries, life styles, forms of transportation, etc.
• Identify and trace the economic, political, and social forces leading to colonial demands for independence and the Revolutionary War, (e.g., taxation/representation, mercantilism, loyalty, geography, nationalism). Explain reasons for the American victory.	• Draw cartoon sequences highlighting the forces and events leading to American independence.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES continued . . .	
• Explain the importance of conflict and compromise in United States history (e.g., Loyalists vs. Patriots, Missouri Compromise).	• Research several issues in United States history and dramatize or role-play alternative ways of resolving the conflict. Compare with the actual compromises and their results.
• Analyze the "critical period" of the new nation under the Articles of Confederation.	• In small groups analyze each of the Articles of Confederation. Determine the strengths and weakness of government under the Articles.
• Trace and assess events and historical figures of the Early Republic and Nationalist period, including the development of the Northwest Territory and Indiana as a state, the Louisiana Purchase, Monroe Doctrine, War of 1812.	• 1) Read biographies of important figures in early Indiana history. 2) Develop parallel time lines for Indiana and United States history, placing significant figures and events on both.
• Describe and assess the major events and historical figures of the Colonial Period, Jacksonian Era, the rise of sectionalism.	• Make a series of overlay maps on clear plastic showing changes in political boundaries. Develop a related brief description of the events leading to those changes.
• Analyze the events, forces, and historical figures leading to expansion west of the Mississippi River and the concept of Manifest Destiny.	• Simulate a trip west by a family of settlers, including the decision-making process and motives for staying or moving west; choices about what to take or leave behind; assessment of dangers ahead, etc.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES continued . . .	
• Summarize the underlying forces leading to the Civil War, trace the major events of the conflict, and examine the policies and impact of Reconstruction.	• Develop a pictorial profile of two hypothetical families, one in the north and one in the south, showing differences and similarities in living patterns.
• Identify and appraise the economic, social, and political issues involved in dissent and reform throughout United States history (e.g., anti-slavery, civil rights, anti-war movements, labor movements, women's rights, environment, utopian societies).	• 1) Read an autobiography of a prominent figure in American history and role play a portion of that figure's life. 2) Analyze the music, art, or drama of a historical period and determine how it reflects that period of history.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
GEOGRAPHIC RELATIONSHIPS **Identify, describe, and evaluate the influence of geographic factors on national development.**	
• Identify and describe the geographic features (physical and cultural) of North America.	• On a clear acetate sheet make an outline map of North America showing physical features. Make an overlay showing the location of major cultural features (e.g., political boundaries, cities, transportation routes, etc.).
• Analyze geographic factors which influenced migrations and settlement patterns.	• Develop a "Jeopardy" game using geographic information as the foundation of questions.
• Analyze the geographic factors that have influenced social and economic development of the U.S. in a global context.	• Construct a physical map of North America using paper mache; use the map to trace settlement patterns, economic development, etc., in different historical periods.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS **Identify, describe, and evaluate the influence of economic factors on national development.**	
• Describe economic activities within and among Native American cultures prior to European contact.	• Use maps of North America to trace trade routes and list products exchanged among Native American groups.
• Explain the economic factors leading to the major European voyages of exploration.	• Make charts of items imported and exported to and from the Americas. Trace trade routes on a historical world map.
• Evaluate the role of capitalism in the economic development of the U.S. (e.g., the role of entrepreneurs, private property, self-interest, stock ownership, labor-management interaction.).	• 1) Create and operate a student store. 2) Participate in a stock market game or simulation.
• Explain and evaluate examples of domestic and international interdependence throughout U.S. history (e.g., triangular trade routes, regional exchange of resources, etc.).	• Identify a product produced in the past that is still produced today (e.g., shoes). Research and compare sources of raw materials, production processes, and marketing in the two periods.
• List and explain the basic roles of the government in the economy of the United States.	• List the major roles of government in the economy on a bulletin board. Cut out articles and pictures from newspapers and magazines illustrating each role.
• Trace the development of different kinds of money used in different periods of United States history.	• Develop a display simulating historic currency or using actual examples or replicas of currency. Design new coins and paper currency. Explain the advantages and disadvantages they would have.
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FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
ECONOMICS continued . . .	
• Outline the development of the banking system in the United States.	• Construct a time line showing the major events in the development of the banking system.
• Identify and explain how new inventions changed the productivity of manufacturing and agriculture.	• Research major inventions that affected life in the United States. Design a portrait gallery of inventors or a collage of significant technological developments.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
WORLD CULTURES **Examine the influence of diverse world cultures on the development of American culture.**	
• Examine the role of various immigrant and non-immigrant groups in the development of a pluralistic society.	• Invite recent immigrants to speak to the class about their experiences; find out how immigrants become citizens.
• Explain how slavery shaped life in the Americas.	• Read accounts of life under slavery and dramatize in a play, showing differences due to location and circumstances.
• Trace and assess the role and influence of religion in the American experience (e.g., a rationale for early colonization, the Great Awakening, religious background of past and contemporary reform movements).	• Use a map to trace the migration routes and settlement patterns of various religious groups; research and write reports on different groups; attach strings linking locations and corresponding reports along the borders of the map.
• Assess the roles and contributions of various ethnic and racial groups in United States history (e.g., Europeans, Hispanics, Africans, Asians, Native Americans).	• Read and analyze sections of diaries and other primary documents showing the experiences of various groups.
• Explain the role of the United States in world affairs as it grew and developed as a nation (e.g., Monroe Doctrine, economic issues, defense issues, isolationism, etc.).	• On a world map, identify locations, dates and events which the United States had an important influence.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INDIVIDUALS AND SOCIETY **Examine the influence of individuals and groups on the development of the United States.**	
• Examine the role of values, morals, and ethics in a changing society.	• Compile a list of important values in American society; identify contemporary and historical figures that exemplify those values.
• Examine and critique examples from the areas of art, music, literature, and drama as they influenced and mirrored American society.	• Identify American classics in each of the arts and explain why they have remained significant over time.
• Survey and appraise the role of leadership throughout the course of United States history (e.g., political leaders, economic innovators, social reformers).	• Compile a list of leaders by categories; assess the contributions and characteristics of each.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CURRENT EVENTS **Identify, analyze, and apply historical situations to current issues.**	
• Compare and contrast a historical incident with a current situation.	• Develop a "backward history" time line by assessing a current issue and tracing its origins or antecedents in the past.
• Demonstrate awareness of significant current events.	• Research and present a debate on an issue of local concern.
• Apply historical background to problem-solving activities related to current issues and events.	• Plan and act out a television "documentary" or "investigative report" on a specific issue or event; conduct interviews and use both primary materials and secondary sources in background research.
• Use selections from primary sources, such as diaries, letters, records, autobiographies to support research efforts.	• Read primary documents reflecting the hardships and economic difficulties faced by settlers in Indiana. Create similar documents describing life in Indiana today. See Resources, Page 219.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
INQUIRY SKILLS **Use a variety of sources and skills to investigate problems and issues in United States history.**	
• List and sequence a variety of historical events.	• Maintain a time line on the wall posting events and topics as they are covered throughout the year.
• Formulate and determine a cause and effect relationship among historical events, themes, and concepts in U.S. history.	• Examine how amendments to the United States Constitution were influenced by events and movements in society.
• Examine and analyze various points of view relating to historical and current events.	• Play the role of individuals in historical situations showing how there may have been different perspectives on issues and events.
• Identify, evaluate, and use appropriate technologies, reference materials and data sources.	• Maintain individual checklists of resources, along with a brief description of how each resource was used.
• Record sources of information and develop note-taking and outlining systems.	• Use a specific outlining system to organize information for a report; demonstrate and explain the advantages and disadvantages of the system.
• Examine, interpret, and apply information from polls, tables, graphs, maps, globes, and charts.	• Include a minimum of three different information sources in each report.
• Work cooperatively in groups, analyze the results and produce visual summaries.	• Use group and individual assessment rubrics to improve cooperative efforts.

FOCUS: UNITED STATES HISTORY-GROWTH AND DEVELOPMENT	GRADE EIGHT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CIVIC IDEALS AND PRACTICE **Develop a commitment to effective and responsible participation in the functioning of school and community organizations.**	
• Participate responsibly in a service-learning project in the school and/or community.	• Identify needs or problems related to school or community history. Develop and propose a project using historical inquiry skills (e.g., documenting the history of the school or community building; conducting on oral history for a specific event or period; assisting a local museum or historical site, etc. See Resources, Pages 217 and 219).
• Participation in student government and/or class government activities.	• Carry out a school opinion survey or other information-gathering project for student government.
• Observe school and community rules and regulations.	• Develop and maintain a "good citizenship" program to recognize and celebrate responsible and constructive actions by other students on a weekly or monthly basis.
• Accept responsibility for group and individual actions in the school and community.	• Develop "I am proud because..." buttons recognizing individual achievements and responsible actions throughout the year.
• Apply strategies of conflict resolution to individual and group issues.	• Rotate leadership responsibilities on a regular basis.
• Provide positive leadership for at least one classroom activity or organization in the school and/or community.	• Participate in peer mediation or conflict resolution to resolve problems among students.

IX High School Course Descriptions and Proficiency Statements.

Selected Courses

High School Courses

At the high school level, specific courses in the social studies curriculum should build upon the skills and knowledge acquired at earlier stages of instruction. High school courses tend to focus on one or more disciplines but may also be interdisciplinary.

The 1996 Social Studies Proficiency Guide provides Course Descriptions, Proficiency Statements, Indicators, and Sample Student Activities and Projects for **Economics, Psychology, Sociology, United States Government, United States History, World Geography and World History/Civilization**. These courses were selected because they are high enrollment courses which also are subject to the textbook adoption process. Of these courses, two semesters of **United States History**, one semester of **United States Government,** and one semester of an additional social studies course are required for graduation. Additional courses are recommended for any student preparing for a post-secondary education program.

All of the courses in the high school social studies curriculum provide valuable skills and knowledge and are important in preparing young people for their future roles as citizens. Student needs, interests, and career plans should be considered in selecting social studies electives. Course descriptions for all high school social studies courses are provided beginning on Page 210 of the *Guide*.

The organizational structure for each of the high school courses outlined in this edition of the *Guide* may be somewhat different. Each course tends to have its own organizing principles based on the major concepts or ideas that make up the discipline. The nine Content Strands used as organizers for grades K-8 continue to play a role at the high school level. In the high school courses, one or more strands may be the major focus of a course while the other strands play supporting roles or become completely integrated into other themes.

At the high school level, most students are ready to begin more sustained learning projects. The Sample Student Activities and Projects which correspond to the proficiency Statements and Indicators may vary, from activities that could be accomplished in one or two class periods or blocks, to long-term projects that might be completed over a semester.

Proficiency Statements and Indicators for high school courses are statements about the important concepts and skills to be emphasized in the course and are intended to serve as a reference for teachers as they design their own courses. They are not presented in chronological or hierarchial order. Teachers and schools are free to organize instruction in the ways that best meet the needs of their students.

ECONOMICS

Course Description

Economics should include a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course should examine basic models of decision-making at various levels and in different areas including: decisions made as a consumer, producer, saver, investor, and voter; business decisions to maximize profits; and public policy decisions in specific markets dealing with output, and prices in the national economy.

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	ECONOMICS
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
SCARCITY **Explain that because of scarcity (the fact that productive resources are limited and cannot satisfy all human wants for goods and services), societies must develop economic systems to determine how goods and services will be produced and distributed.**	
• Explain how consumers and producers confront the concepts of scarcity, choice, and opportunity cost.	• Survey newspapers and magazines to find articles describing life in different economic systems. Construct a bulletin board or collage showing the different characteristics of various economic systems.
• Define each of the productive resources (natural, human, capital) and identify the returns on each.	• List different ways of allocating tickets to the Super Bowl. Discuss the fairness and efficiency of different allocation mechanisms.
	• Interview two people over the age of 65 for their memories of wartime shortages. Compile a list and discuss those items which were rationed.
• Identify the characteristics of traditional, market, command, and mixed economies.	• Write an essay describing the difficulties of changing from a command to market economy.
	• Write a short play describing how the life of a specific family would change if the U.S. adapted a command economy.
	• Analyze their school as an example of a traditional economic system, listing similarities and differences.

	ECONOMICS
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
SCARCITY continued . . .	
• Compare and contrast how the various economic systems answer the questions: What to produce? How to produce it?, and For whom to produce?	• Discuss why the United States has been successful in answering the three economic questions.
• Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.	• Evaluate the opportunity cost of career choices and factors which influence those choices.
• Identify and explain the basic economic goals of freedom, efficiency, equity, security, and growth.	• Analyze newspaper articles about current economic and political issues. Identify basic economic goals that affect these issues.
	• Describe how different economic systems might solve specific allocation problems (e.g., who gets apartments, cars, blue jeans, the best cuts of meat, etc.).
• Use a decision-making model to solve economic problems.	• Use a decision model to decide if the United States should designate more forest land as "wilderness," where no economic activity can take place.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
SUPPLY AND DEMAND	
Analyze the role that supply and demand, prices, and profits play in determining what is produced and distributed in a market economy.	
• Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.	• Collect newspaper articles which relate to changes in supply and demand, and predict changes in prices, output and employment.
• Identify factors that cause changes in market supply and demand.	• Conduct a market survey in their school for a particular soft drink. Graph the demand for the drink and determine the elasticity of demand at different prices.
• Apply the laws of supply and demand in specific situations.	• Write a report on the history of minimum wage legislation. Identify who benefits and who loses from increases in the minimum wage.
• Demonstrate how government wage and price controls create shortages and surpluses.	• Brainstorm why certain products are in demand. Student groups then create a class presentation concerning a specific product.
• Explain the functions of profit in a market economy.	• Auction a cake or candy bar to demonstrate how equilibrium prices are determined.
• Use the concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.	• Research the prices of new cars during the last 100 years. Identify factors of supply and demand which influence the price of cars. Note changes in the value of a dollar.
• Explain how consumers ultimately determine what is produced in a market economy (consumer sovereignty).	• Use supply and demand graphs to illustrate how changes in supply and demand will affect equilibrium price and quantity in specific markets.
	• List and give examples of various types of marketing activities that firms use to increase demand. Discuss the effectiveness of each type of activity.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
MARKET STRUCTURE **Describe the organization and role of the firm, and analyze the various types of market structure in the United States economy.**	
• Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.	• Study the stock market and have older students teach younger students about the fundamentals of the stock market.
• Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.	• Bring to class the financial section of a local paper or the *Wall Street Journal*. Discuss factors mentioned in the newspaper which affect the price of stocks and commodities. Give each student $1,000 to invest. Track the success of the investment for 30 days.
• Explain ways that firms engage in price and non-price competition.	• Interview a business owner. Ask how he/she raises financial capital, sets prices, hires labor, responds to competition, etc.
• Identify laws and regulations adopted in the United States to promote competition among firms. Explain how the effects of these laws has sometimes reduced competition.	• Analyze advertisements to identify how firms engage in competition.
• Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies (such as utilities).	• Write to a company for a recent annual report, and prepare a brief overview of the company's organization, recent earnings, and growth prospects.
	• Research the breakup of AT&T and write an essay on the reasons and effects of the breakup.
	• List ten businesses in their community and analyze the kind and level of competition each faces.
• Define cartels, and explain how cartel collusion affects product price and output.	• Research how the OPEC cartel influenced oil prices in the 1970's and how OPEC influences oil prices today. Research examples of other successful and unsuccessful cartels.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
THE ROLE OF GOVERNMENT	
Explain the role of government in a market economy in the allocation of resources.	
• List and explain the basic functions of government in a market economy.	• List goods and services produced by government in the local community. Identify which of these could be produced by the private sector.
• Identify categories of goods and services provided by various levels of government.	• Create graphs identifying major income and expense categories of federal and state governments.
• Explain how government responds to positive and negative externalities in the economy.	• Interview people and have them estimate the current budget deficit and the national debt. Compile, graph, and analyze responses.
• Describe major expense and income categories and their respective proportions of state and federal budgets.	• Participate in a debate. Topic: Which is more important in our economy - government or business?
• Define progressive, proportional, and regressive taxation.	• Interview local business owners and determine how the government is involved with these businesses. (e.g., workplace safety, environmental regulations).
• Describe different types of taxes including income, sales, property, and social security, and determine whether they are progressive, proportional, or regressive.	• Write a short essay summarizing the methods used by government to reduce the harmful effects of pollution. Discuss or debate whether zero pollution is a wise or unwise policy.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
THE ROLE OF GOVERNMENT continued....	
• Describe recent trends in the federal budget deficit and the national debt. Identify possible future effects of the national debt on the individual and the economy.	• Identify and discuss different entitlement programs (e.g., farm subsidies, Medicare, Aid to Families with Dependant Children, etc.). • Compare and contrast the differences between private and public programs to alleviate poverty.
• Appraise recent trends in state and federal spending and taxation, and analyze the cause of recent federal budget deficits.	• Determine if a textbook fee is progressive, proportional or regressive.
MONEY AND THE ROLE OF FINANCIAL INSTITUTIONS **Describe the role of money and financial institutions in a market economy.**	
• Identify and explain the basic functions of money.	• Compare and contrast information on Silver Certificates (pre-1964) and current Federal Reserve notes.
• Identify the composition of the money supply in the United States.	• Track the money supply in the United States using newspapers, periodicals or computer data bases.
• Explain the role of banks and other financial institutions in the economy of the United States.	• Construct graphs illustrating the composition of the money supply in the United States. • Calculate the constant dollar price of a bundle of consumer items using a consumer price index.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
MONEY AND THE ROLE OF FINANCIAL INSTITUTIONS continued.....	
• Describe the organization and function of the **Federal Reserve system.**	• Compare gold coins of the past with paper dollars today. Analyze problems caused when the market value is greater than the face value of coins.
• Demonstrate how banks "create" money through the principle of fractional reserve banking.	• Participate in a check writing exercise tracking the steps in check clearing. Compare checks to credit cards. Write an essay on the future of money.
• Define inflation. Identify the different causes of inflation, and explain who gains and loses by inflation.	• Graph changes in inflation during the past 30 years in the U.S. Analyze correlations between inflation and the growth of the money supply during the same time period
• Compare and contrast services available to the consumer from financial institutions. (e.g., credit, savings, investment).	• Make copies of advertisements from newspapers in the year students were born. Compare prices of different goods and services. Discuss reasons for price changes, such as increases in productivity, inflation, etc. • Use a telephone book to identify financial institutions in the community. Compare and contrast financial services provided by these institutions.
LABOR PRODUCTIVITY **Explain the importance of labor productivity to individuals, firms, and nations by explaining how labor productivity affects income, production costs, and national standards of living.**	
• Define labor productivity, and identify basic factors (technology, education and training, specialization) which affect productivity.	• Invite a business person, and an employee of that business, to explain ways his/her firm has increased productivity.
• Explain how increases in labor productivity improve wages and standards of living.	• Using data sources graph changes in United States farm and non-farm labor productivity during the last 100 years. Identify correlations of labor productivity and wages.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
LABOR PRODUCTIVITY continued....	
• Explain that creating new capital goods or investing in education and training involves a trade-off of fewer consumer goods or services in the present in return for higher future labor productivity.	• List five occupations previously performed by hand that are now mechanized. How has this changed labor productivity and employment levels in these occupations.
• Explain and give examples of economies of scale.	• List jobs necessary to produce a car. Analyze the training required for these jobs. How does the training affect labor productivity?
• Explain ways that employers and employees have worked together to improve business productivity.	• Study a specific industry to learn what robotic techniques are used by that industry. What is the effect on labor productivity, wages, and employment.
• Compare and contrast labor productivity trends in the United States and other developed countries.	• Using data sources, compare, contrast, and graph labor productivity levels of different countries.
	• Compare and contrast the life expectancy, literacy rate, standard of living, and gross domestic product of different nations. Discuss how labor productivity affects these measurements.
• Demonstrate how government expenditures, regulations, and tax policy can influence labor productivity.	• Create a chart showing fiscal and monetary policies used to stabilize the economy and the economic conditions they are designed to influence.
• Compare and contrast how market and nonmarket forces (such as union activity) influence wage rates.	• Collect newspaper or magazine articles concerning professional sports contract negotiations. Discuss the effect collective bargaining has on a specific sport.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:

ECONOMIC STABILIZATION
 	
Describe economic stabilization policies and how they impact the economy.
 	
• .Define/explain the following concepts:
  • Fiscal Policy
  • Monetary Policy
  • Aggregate Supply and Demand
  • Unemployment
  • Gross Domestic Product (GDP)
 	
• Explain the four phases of the business cycle.
 	
• Explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.
 	
• Explain how the government uses taxing and spending decisions (fiscal policy) to promote price stability, maximum employment, and economic growth.
 	
• Explain the limitations of using GDP to measure economic welfare.
 	
• Explain how the Federal Reserve uses monetary tools to promote price stability, maximum employment, and economic growth.
 	
• Explain how monetary policy affects the level of inflation in the economy.
	• Using black line masters of a world map, color different countries according to GDP levels.
	
	• Interview people and ask their definition of gross domestic product (GDP) and their estimate of annual GDP growth. Compare to actual data.
	
	• Construct and label a model of the business cycle.
	
	• Research and graph recent Federal budget deficits. Identify ways to demonstrate to a group of younger students the volume of $1 billion.
	
	• Research and graph unemployment levels during the past 25 years. Compare and contrast with levels in Europe and Southeast Asia.
	
	• Use newspaper grocery ads to calculate the percentage change in price of specific products over a ten year period. Illustrate graphically.
	
	• Analyze current newspaper articles to assess current economic conditions and to identify current monetary and fiscal policies. Predict changes in the business cycle and assess whether current policies are appropriate.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:

TRADE
 	
Explain why nations trade goods and services and explain the impact of trade on the economies of the nations involved.
 	
• **Define/explain the following concepts:**
 	
  • Absolute Advantage
  • Comparative Advantage
  • Quotas
  • Tariffs
  • Exchange Rates
  • Balance of Payments
  • Balance of Trade
  • Trade Deficit
 	
• Explain the benefits of trade among individuals, regions, and nations.
 	
• Explain why countries sometimes erect barriers to trade.
 	
• Summarize the arguments for and against free trade.
 	
• Explain the difference between balance of trade and balance of payments.
	• Examine clothing labels in the classroom and identify the countries where they are produced. Use this list to discuss comparative and absolute advantage, protectionism, consumer choice, quotas, and tariffs.
	
	• Inventory twenty household items to determine the percentages of foreign made items.
	
	• Examine ads in newspapers and convert prices of goods from one currency to another.
	
	• Select a multinational corporation. Research and identify the countries on a map that trade with that corporation.
	
	• Research a country. Prepare a display on the productive resources and the principal exports and imports of the country.
	
	• Participate in a debate for and against free trade.
	
	• Graph recent trends in the United States balance of trade and balance of payments.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
TRADE continued....	
• Explain fluctuations in currency exchange rates and how these fluctuations affect trade.	• Examine the financial pages and record the changing values of different currencies over a 3 month period. Identify and analyze economic events that influence changes in currency values.
• Describe the impact of trade agreements such as the North Atlantic Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT).	• Record changes in United States exports and imports to Canada and Mexico as a result of the North Atlantic Free Trade Agreement (NAFTA).

PSYCHOLOGY

Course Description

Psychology should provide an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course should include some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others.

	PSYCHOLOGY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
THE SCIENTIFIC METHOD **Explain what the scientific methods are, why it is important to understand them, and why psychology is a science.**	
• List and explain the reasons for studying the methodology of psychology.	• Work in small groups to compare pseudo-scientific methods (e.g., phenology, numerology, etc.) with the scientific method.
• Differentiate between descriptive and experimental research methods.	• Select the probable method of research of a given list of hypotheses. Read research studies in magazines or journals. (e.g., *Psychology Today*) and identify the method of research study used.
• Explain the relationship among independent and dependent variables, and experimental and control groups.	• Work in small groups to diagram and analyze experimental hypotheses.
• Apply the principles of research design to an appropriate experiment.	• Create a testable hypothesis and design and carry out an appropriate experiment based upon the hypothesis.
• Distinguish between scientific and non-scientific research.	• Read magazine or newspaper articles to find out if headlines misrepresent conclusions.
• Understand and follow the ethical guidelines created and supported by the American Psychological Association regarding the use of human and animal subjects.	• Role play members of an ethical panel deciding whether research projects can be run based on the APA Guidelines.

	PSYCHOLOGY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
GROWTH AND DEVELOPMENT **Explain the process of how humans grow, learn, and adapt to their environment.**	
• Understand the role of prenatal, perinatal, and post-natal development in human behavior.	• Research and compare cross-cultural health practices regarding pregnancy and childbirth.
• Examine the life span (infancy, childhood, adolescence, adulthood, later years, dying, and death).	• Interview a senior citizen or have an in-class round table with a group of senior citizens.
• Examine the different ways in which people develop: including physical, social, moral, cognitive, emotional, moral, and language development.	• Work in groups to conduct a cross-sectional study of the different ways in which people develop across all stages of the life span.
• Examine the impact of the childhood experience on adulthood.	• Interview a parent and a teacher about what childhood event had the greatest impact on their lives.
• Examine the various theories regarding development.	• Work in "jigsaw" cooperative learning groups to prepare study questions about learning theorists (e.g., Piaget, Erikson, Freud, Kohlberg, Chomsky).

Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
LEARNING **Understand that learning is a relatively permanent change in behavior as a result of experience, and that there are different ways of learning which affect all aspects of behavior.**	
• Define learning, and distinguish learning from reflexes and fixed-action patterns.	• Demonstrate a reflexive response in class to make a comparison with learned action. (e.g., Abruptly clap your hands in front of another student's face and they will reflexively blink. Then ask a question and point out that most students raise their hands without being told to--a learned response.)
• Apply the principles of classical conditioning, operant conditioning, observational learning, and associational learning to daily life.	• Participate in demonstrations of the various ways of learning, and then write an essay illustrating the principles of learning at work in their daily lives.
• Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior.	• Choose a simple behavioral task for other students to learn using successive approximations (e.g., applauding or giving praise when the subject gets "close" to the right response). For a comparison activity, use "punishments" (such as saying "no") when any behavior is not the desired one. Follow with discussion.
• Create and carry out a plan for changing their own behavior.	• Develop a plan using operant learning to change or eliminate a habit that they consider undesirable. For approximately one week, employ a negative consequence each time they do the bad habit. Keep a log documenting daily progress.

	PSYCHOLOGY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
COGNITION AND MEMORY **Explain how cognition and memory are essential in decision making and problem solving.**	
• Understand how individuals use organizing schemes (*schemas)* in internal representation of thoughts, perceptions, attitudes, and biases.	• Write down how they would give someone instructions for going from the entrance of their school to the local hangout. Compare different sets of instructions.
• Understand cognition from both developmental and information processing perspectives.	• Observe different age groups of younger students on the playground or in the classroom. Keep a record of developmental differences among groups.
• Examine the processes of reasoning, decision making, and problem solving. Apply effective strategies to their own lives.	• Beginning with a variety of "real life" problems, brainstorm in groups to arrive at a consensus solution.
• Analyze their own learning styles and habits and use this understanding to improve their learning *(metacognition).*	• Choose a learning task from another class. Develop a strategy for learning what they must learn and then analyze the result.
• Examine memory as a reconstructive process as affected by one's cognitive schema.	• Compare different individuals' memories of the same event. List the various reasons for different interpretations of the event.
• Apply mnemonic strategies to aid one's retention of information.	• Take a list of names of people in the news and develop a strategy for remembering each one.

	PSYCHOLOGY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
PERSONALITY **Recognize that personality is the distinctive and relatively stable pattern of behavior, thoughts, motives and emotions that characterize an individual.**	
• Compare and contrast the traditional theories which attempt to explain the formation of personality.	• Play the role of different personality theorists on a panel as they discuss a current public person or issue.
• Examine the factors that may influence the formation of personality.	• Make a collage of pictures that represents their own personalities.
• Recognize the difference among "perceived self," "ideal self," and "actual self."	• Write a dialogue using three different persons acting out the "perceived self," "ideal self," and "actual self." Follow with in-class discussion.
• Examine the factors that may influence the formation of personality.	• Examine current research regarding personality and compare and contrast traditional theories.
• Distinguish among the defense mechanisms people use to protect themselves from psychological harm.	• Identify numerous defensive situations and behaviors from favorite TV shows and personal experiences. Pool information to generate a list. Work in small groups to determine which defense mechanisms are illustrated.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
HEALTH, STRESS, EMOTIONS AND COPING MENTAL ILLNESS AND TREATMENT **Understand the factors which contribute to mental health, stress, and mental illness and identify approaches for treatment of mental health problems.**	
• Distinguish between positive stress and harmful stress.	• Have students brainstorm different types of stress in their lives and determine if they are positive or negative.
• Examine the factors that affect health and the ability to control stress.	• Keep a log listing stressful events, emotional responses, and physical reactions for one complete day. Write a summary at the end of the day about how they coped with each stressful situation.
• Examine the biological factors and changes related to stressors which include the fight or flight response.	• Keep a record of physical responses to "threatening" events (such as a loud noise) and situations (e.g., giving a speech in class).
• Examine effective personal strategies for coping with and overcoming stress.	• List 15 stressful events plus cognitive, behavioral, and emotional reactions to the stress. Compare personal coping strategies with those proposed by experts.
• Increase awareness about mental health problems.	• Invite a speaker from a local mental health facility to discuss mental health problems.

	PSYCHOLOGY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
HEALTH, STRESS, EMOTIONS AND COPING **MENTAL ILLNESS AND TREATMENT continued . . .**	
• Understand the biological and environmental factors that lead to mental health problems.	• Conduct research using in-class or media center resources concerning the biological and environmental factors relating to mental health problems.
• Distinguish among the different categories of mental disorder and cite advantages and disadvantages of such categories.	
• Understand the different categories of treatment and therapies (medical, behavioral, and cognitive therapies) for mental disorders.	• Play the role of professionals who represent different forms of therapy (behavioral, medical, and cognitive). Compare differing perspectives and treatment options for specific disorders.
• Understand the role of community acceptance in assisting those dealing with mental health issues.	• Invite a panel of civic leaders and mental health workers to discuss the issues related to assisting persons with mental health problems.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
SOCIAL PSYCHOLOGY **Understands how an individual's perceptions, attitudes and behavior are influenced in social contexts.**	
• Understand how social context (interpersonal relationships and groups) plays an important role in our attitudes, perceptions, and behavior.	• Brainstorm and discuss situations in which they or others behave in different ways in order to please certain people (e.g., in class, with parents or family, with friends).
• Examine the influence of roles and norms including peer pressure, on behavior.	• Role play a particular person in a certain situation acting only according to role and context (e.g., politician giving a speech, teenager at a party, fan at a sporting event or concert, parent of a small child at the mall, etc.). Have other students guess role and behavioral norms.
• Examine factors that lead to improved interpersonal relationships.	• Work in small groups to come to a consensus about the characteristics of the "ideal friend." Write a self assessment about how well they themselves meet these expectations. Develop a plan for improving personal friendship qualities.
• Examine stereotypes and explain how stereotypes distort reality.	• Participate in a simulation in which each student wears a tag with a specific social role on his or her back or forehead. Students are unaware of their own label but treat others based on the labels others wear. Debrief by discussing feelings, changing expectations, and their perceptions of themselves and others during the simulation.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
SOCIAL PSYCHOLOGY continued . . .	
• Investigate the characteristics of attitudes and prejudices, and explain why they persist.	• View a film or read a short story on prejudice or stereotyping. Discuss the implications of stereotypes based on ignorance and superficial traits.
• Distinguish conformity and obedience and explain their differing causes.	• View films of the studies of Asch on conformity and Milgram on obedience. Discuss the roles of affiliation, the need to be liked, and systemic and cultural rules.
• Examine the factors that lead to nonconformity.	• Read and discuss a summary of the Asch experiment on line perception and conformity, or a summary of "Group think" by Irving Janis on factors relating to nonconformity.
• Explain the ways group decision making and individual behavior can be modified by the influence of a social group.	• Conduct a simulation such as "Lost on the Moon," or "Lost at Sea" and compare the effectiveness of individual and group choices.
• Examine the effects of cooperation and competition.	• Participate in a circle toss of a "Nerf" (foam) ball. The first round is cooperative with the object being to pass the ball around the circle with as few errors as possible. The second round is competitive with any player who makes an error (such as dropping the ball) being removed from the game. The last player left is the winner. Discuss the implications of both forms of the game.

	PSYCHOLOGY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Students might:**
BIOLOGICAL BASES OF BEHAVIOR **Investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior.**	
• Examine the structure and function of neurons in relation to how the brain works.	• Simulate a neuron firing by forming a long line. The last person in line taps the shoulder of the person in front of him and so on down the line until the first person in line is tapped and drops his or her outstretched arm.
• List and describe the location and function of each of the major portions of the brain.	• Use an orange, colored toothpicks, and different sized pieces of candy (such as gum drops) to represent the internal parts of the brain. Make a model of the brain by peeling the orange and using the toothpicks to insert the various (candy) parts.
• Describe the various techniques psychologists use to study brain functions.	• Use homemade play dough to construct a three-dimensional representation of the brain. Label different parts and functions.
• Summarize the functions of the brain's two hemispheres and explain their relationship.	• Copy a picture that is upside down to demonstrate the right hemisphere's function of seeing the "whole" picture.
• Examine the role of altered states of consciousness (daydreaming, sleep, etc.).	• Consciously attempt to experience a daydream and write it down.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Students might:
SENSATION AND PERCEPTION	
Distinguish between sensation (the detection or awareness of changes in physical energy caused by internal or environmental events) and perception (the process by which sensations are organized and interpreted).	
• Explain sensory adaptation, sensory deprivation, and the importance of selective attention.	• Visit the cafeteria in a small group and record the smells of food that has been cooked. Ten minutes later a second group arrives. Then each group explains what they smell. The first group will no longer be able to detect the smells (sensory adaptation).
• Explain the principles of Gestalt Psychology.	• Play the first line of a familiar song spacing each note seconds or minutes apart. Ask other students to identify the song. Then play the line in the normal fashion. Most people will recognize the song only when the notes are perceived as a "whole."
• Distinguish between conscious and unconscious perception.	• Use various magazines to look for evidence of subliminal advertising in pictures or words.
• Explain how humans localize sounds and objects in space.	• Take turns wearing a blindfold while another student uses a "clicker" to see if they can locate where the sound is coming from.
• List and explain the psychological influences and experiences on perception.	• Observe the same painting and describe what they see and what it makes them think of.

SOCIOLOGY

Course Description

Sociology should provide an opportunity for students to study group behavior and basic human institutions. Broad areas of content should include the study of institutions found in all societies, such as the family; religion; community organizations; political and social groups; and leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior should be included in the study.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
HISTORICAL PERSPECTIVES **Understand the origins of the field of sociology and its development as a social science.**	
• Develop a definition of *sociology*.	• Identify various groups to which they belong and the influence groups have in their lives. Use this information to brainstorm a working definition of sociology.
• Identify leading theorists within the science.	• Write a brief summary of the ideas of early sociologists such as Comte or Durkheim.
• Compare and contrast the various perspectives relating to historic and contemporary ideas.	• Develop a chart summarizing major sociological theories. Use the charts to compare and contrast these theories with contemporary trends in sociology.
• Compare sociology with other social science disciplines.	• Use a newspaper article to identify a current issue. Make "educated guesses" about how each of the social science disciplines would go about researching this issue. Use reference books to check for accuracy.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
CULTURE **Examine the nature of culture, cultural differences, and cultural universals.**	
• Identify fundamental aspects of culture.	• Keep a one-day journal of activities. In a large group, place all activities into categories. Discuss when and how they learned to do these types of activities. Consider how each of these activities is part of the specific culture to which they belong.
• Analyze the process of transmitting cultural values within society.	• Interview parents about their experiences in school. Bring in yearbooks, school pictures, etc., and compare with current school experiences.
• Analyze American cultural patterns and subculture variations.	• Interview a person from a different cultural group in the United States, or interview an immigrant or visitor from another country, regarding their first impressions of American culture.
• Compare and contrast American culture to other cultures in the world.	• Research the cultures of other countries and make displays documenting major cultural activities. Include a food product or special dish to share with classmates.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
SOCIAL STRUCTURES **Analyze the components that contribute to the structures within society.**	
• Discuss the contributions of status to social order.	• Draw up a list showing different types of status categories in school. Interview other students to determine the rank of the various status categories.
• Examine the significance of role allocation and role conflict.	• Design and act out short skits showing role conflict.
• Explain a variety of group interactions inherent in human relationships.	• Determine primary and secondary group characteristics by placing them on a continuum.
• Compare and contrast different types of societies (hunting and gathering, agrarian, industrial, post industrial, etc.).	• Compare a rural and an urban community in Indiana. Compare and contrast with rural and urban communities in another culture.

Proficiency Statement and Indicators Students should be able to:	Sample Student Activities Students might:
GROUPS **Explain how individuals are affected by different groups in the society.**	
• Identify major characteristics of social groups.	• Use familiar social groups as a reference. List major characteristics and compare similarities.
• Examine the ways that groups function.	• 1) Observe and compare playground behaviors of students in grades K-3, with grades 4-6. Note group size, kinds of relationships, and types of leadership that can be observed. 2) Interview younger students about their role models.
• Identify the norms of at least two groups to which they belong.	• Compare the norms of two groups in the school and list the rules by which both groups operate. Identify situations in which these norms might conflict or reinforce each other.
• Compare and contrast primary and secondary groups.	• Develop individual profiles indicating the primary and secondary groups to which they belong. Explain which groups have the greatest impact in their lives and why.
• Identify the characteristics of formal organizations, including bureaucracies.	• 1) Use clippings from newspapers and magazines to develop a display featuring formal organizations. 2) Make a chart showing the characteristics of formal organizations to which they belong. Explain why these organizations could or could not be considered bureaucracies.

Proficiency Statement and Indicators Students should be able to:	Sample Student Activities Students might:
INSTITUTIONS **Describe the impact of major social institutions on individuals, groups, and organizations within society.**	
• Define the functions of the family.	• Construct a family tree and include occupations. Compare roles of family members in the past and present.
• Describe the role of religion in society.	• Make charts showing world-wide and nation-wide participation in various religions and religious denominations.
• Identify how education contributes to the transmission of a society's values.	• Interview guidance counselors to determine if there is a school drop out problem and about the benefits of remaining in school. Report the results.
• Explain the necessity of individual participation in civic life.	• 1) Develop a chart describing the role of a citizen in a democratic society. 2) Interview county officials regarding voter registration and other types of civic participation by young people.
• Understand the role economics plays in contributing to the well-being of a society.	• 1) Interview local business people regarding the role their business plays in the community and the abilities and attributes they seek in employees. 2) Examine various careers in sociology and interview a person who uses sociological data in his or her work.
• Describe events that transfer the individual to a new stage of life within the society.	• Make a poster illustrating the events that most people experience (e.g., baptism or other religious ceremony; school prom; graduation; wedding; etc.). Make an oral history on video or audio tape of older family members or neighbors highlighting major stages in their lives.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
SOCIAL INQUIRY **Conduct scientific inquiry using a variety of research methods.**	
• Define a social issue to be analyzed.	• Use current newspapers and magazines to identify a general issue or problem. Select a specific topic or identify issues in the school or community.
• Use primary and secondary sources to gather information about the issue.	• 1) Examine a variety of sources of information on a topic (e.g., United States Census Report, articles in a teen magazine, newspaper articles) and determine which are based on primary or secondary sources. 2) Analyze charts, graphs, and tables to determine the source of the study numbers of individuals studied, variables, and how conclusions were reached.
• Develop an hypothesis relationship between variables surrounding the issue.	• Make a list of preconceived ideas they have about an issue. Identify those ideas that are testable and select one for research.
• Develop and conduct a research plan using various forms of analysis.	• Make a chart comparing and contrasting different research methods (e.g., survey questionnaires or interviews, observation, etc.). Choose one method or work in small groups to develop research plans using different methods.
• Gather and interpret data and draw conclusions.	• Organize data into charts, graphs or other visual formats. Compare data collected by different methods. Examine the conclusions which can be made.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
SOCIAL PROBLEMS **Evaluate the implications of social problems for society.**	
• Analyze the historical perspectives that have contributed to a contemporary problem.	• Use poster board or butcher paper to develop a pictorial timeline giving the historical background of a specific problem; examine the historical roots of a specific problem by interviewing older members of the community.
• Recognize the patterns of behavior that are consistent with a problem.	• Invite a police officer to speak about problems related to law enforcement.
• Determine the individual and group responses that are associated with social problems.	• Discuss the topic of incarceration and its effect on society; visit a courtroom or jail.
• Compare and contrast possible solution for resolving social problems.	• Role-play critical moments and issues in adolescent life (e.g., peer pressure regarding dating, drug usage, cheating, etc.). • Invite a panel of community members (e.g., social worker, judge, police officer, minister, etc.) to discuss solutions to a specific problem.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
TECHNOLOGY **Assess the impact of technology on the society's development.**	
• Trace the development of a specific type of technology in the community.	• Conduct a survey about student use of computers at school and at home.
• Examine the impact of technological developments on major social institutions.	• Maintain a bulletin board or scrapbook of articles about the impact of telecommunications, television, and innovations in transportation on the family, education, government, or other institutions; interview older family members about the impact of technology on family relationships.
• Cite examples of the use of technology in social research.	• Read a report about a social issue in a newspaper or magazine. Explain how technology might have been used to collect or analyze the data.
• Predict the possible future impact on social interactions due to technological change.	• Research one innovation that has changed the way people interact in social groups. Write a brief story or play depicting future changes.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
COMMUNITY **Identify the individual's responsibility in the development and continuity of community.**	
• Examine the rights and responsibilities of the members of a community.	• Use questionnaires or interviews to compare and contrast rights and responsibilities of persons living in rural and urban settings.
• Identify the traditions and types of status necessary for a community to continue.	• Interview long-time community residents regarding local traditions, roles, and status relationships.
• Analyze components that could lead to disintegration of existing community.	• Use census figures or interview local community officials to identify significant demographic changes. Analyze for trends or potential problems resulting from these changes. Interview a member of the local zoning board about zoning charges and issues.
• Identify a community problem and determine appropriate actions to address the problem.	• Develop a service learning project using research methods to collect data about a specific problem. Design and carry out a project to address the problem. Evaluate the results.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
SOCIAL CHANGE **Determine the conditions necessary for collective behavior to influence and change society.**	
• Define collective behavior and identify historical and contemporary examples.	• 1) Identify fads and fashions in the school setting. 2) Examine newspaper, magazine, and historical accounts of collective behavior (e.g., the Jonestown disaster, etc.).
• Identify the theories that attempt to explain collective behavior (e.g., contagion theory, convergence theory, etc.).	• Make a chart showing the causes of an instance of collective behavior from different perspectives.
• Examine the role of miscommunications (such as rumors an gossip) in social behavior.	• Sit or stand in a large circle. Begin at one point in the circle by whispering a brief message to the person seated to the right. See if the message has changed by the time it has gone completely around the circle.
• Distinguish the major differences between social movements and collective behavior.	• Work in small groups to examine the characteristics of several different social movements in history. Use the information generated by the small groups to develop a list of common characteristics. Compare and contrast with collective behaviors.
• Describe the impact of leaders of several different social movements.	• Develop brief biographies of leaders of different social movements in history. Compare and contrast the impact each had on society.

	SOCIOLOGY
Proficiency Statement and Indicators **Students should be able to:**	**Sample Student Activities** **Students might:**
SOCIAL CHANGE continued...	
• Identify the methods of propaganda that influence social behavior.	• Find historical and contemporary examples of propaganda in history texts, news media, advertisements, etc., and identify the methods used (e.g., exaggeration.). Design a poster or bumper sticker using one of these methods.
• Make judgments about the positive and negative effects of ideologies that have changed the direction of society.	• Make a chart showing the positive and negative impact of several ideologies in history.

UNITED STATES GOVERNMENT

Course Description:

United States Government should provide a framework for understanding the nature and of importance responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course should enable students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive and judicial branches of the national, state and local levels of government should be examined. Students should draw conclusions about the impact and interrelationships of history, geography and economics upon our system of government. They should also be able to demonstrate an understanding the governmental structures of the United States and other political systems as well as the relationship of American government to world affairs.

Students should be able to analyze the role of individuals and groups in the political process by identifying and analyzing political issues. They should be able to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students should have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community should enable students to learn how to participate effectively in the political process. The study of United States government should offer students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

	U.S. GOVERNMENT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
THE NATURE OF CITIZENSHIP AND GOVERNMENT **Compare and contrast ideas and philosophies regarding the nature of government and explain how they evolved into contemporary political and legal systems.**	
• Explain the purposes of government and analyze how powers are acquired, used, and justified.	• Simulate a situation, such as being stranded on a deserted island, in which a group of people with limited resources has to develop its own government and rule of law.
• Trace the origins and development of the concept of law.	• Make a timeline of major ideas about law from ancient times to the present; research types of law (e.g., divine law, natural law, common law, statutory law, and international law).
• Evaluate the importance of rule of law.	• Interview a lawyer or a legislator asking them to compare the concepts of "rule of law" versus "rule of men."
• Examine the political philosophies that provide the foundations of contemporary political systems.	• Develop a chart comparing and contrasting Hobbe's and Locke's ideas regarding "the Social Contract."
• Distinguish between limited and unlimited forms of government.	• 1) Use primary documents (e.g., Mayflower Compact, Massachusetts Constitution) to trace concepts of limited government. 2) Create a written profile or a diary entry describing a day in the life of a citizen in a democracy and a day in the life of a citizen under an authoritarian government.
• Trace the development of democracy from ancient beginnings.	• Use a world map to indicate the areas of the world and the time periods in which democracies have flourished; compare ideas about citizenship from these cultures.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
THE NATURE OF CITIZENSHIP AND GOVERNMENT continued...	
• Identify the elements of the social contract theory in our constitutional government.	• Using the ***Declaration of Independence***, the ***Articles of Confederation***, and the ***Constitution***, highlight the principles of natural rights, popular sovereignty, and consent of the governed.
• Describe the balance between the common good and protection of natural rights in a constitutional government.	• Use current newspapers and magazines to select articles that illustrate the need to consider both the public welfare and individual rights (e.g., balancing the rights of a person accused of a crime with the need for public safety). Analyze a set of local, state, or federal laws to discover if they are intended to serve the need for protection of individuals or the public.
• Compare and contrast current forms of government.	• Make a chart of a variety of modern governments and determine which may be influenced by Hobbes and which by Locke.
POLITICAL POWER AND AUTHORITY IN A DEMOCRACY **Explain how the nature, location, and extent of political power and authority are established by the United States Constitution.**	
• Examine the sources of authority from ancient to modern times and evaluate consent of the governed as the basis of legitimate authority in a democratic political system.	• Create a diagram showing the major sources of political authority in cultures of the past (e.g., ancient Greece and Rome; Europe in the feudal, Renaissance, and Enlightenment periods). Compare with modern concepts of political authority.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
POLITICAL POWER AND AUTHORITY IN A DEMOCRACY continued...	
• Compare unitary, confederal, and federal systems	• Make charts of the three systems showing how power is distributed and limited. Compare effectiveness, responsiveness to popular will, and stability.
• Contrast parliamentary systems to systems of separate and shared powers	• Examine newspaper and magazine articles reporting on the election of a chief executive under a parliamentary system. Compare with the presidential election process in the United States.
• Trace the major historical events and influences which lead to the writing and ratification of the United States Constitution.	• Design a wall mural depicting important steps leading to the creation of constitutional government in the United States (e.g., the Magna Carta, colonial charters, the Bill of Rights).
• Identify and characterize the constitutional provisions that limit the power and authority of the government.	• Make a chart listing parts of the Constitution which limit governmental power.
• Describe the three branches of government and explain the concepts of checks and balances and separation of powers.	• Make a poster showing the powers of each of the three branches of government. Give examples, using current issues, of checks and balances.
• Explain the major aspects of federalism: the relationship between the states and the central government.	• Survey current news media to identify specific conflicts regarding state versus federal power.
• Appraise the changing scope of governmental power and authority.	• Use current issues from newspaper and magazine articles to identify shifts in state and federal governmental priorities; use primary documents to identify debates regarding governmental power in the past.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
CONSTITUTIONAL STRUCTURES AND PROCESSES **Characterize the constitutional structure of the legislative, judicial, and executive branches of the government.**	
• Distinguish among the enumerated, implied, and denied powers of Congress.	• Make a listing of the different powers of Congress. Label each power as enumerated or implied. Develop an additional list of those powers which are denied to congress.
• Describe the law-making process.	• Establish a mock congress and play the role of legislators as they pass a bill; follow the progress of a proposed law at the local, state, or national level.
• Evaluate the impact of special interest groups, public opinion, and media.	• Invite a panel representing the news media, citizens groups, and other interest groups to discuss their effects on government policy.
• Examine the role of executive leadership at all levels.	• Develop profiles of American presidents illustrating their major leadership challenges and accomplishments; role play decision-making scenarios of past presidents. Research the responsibilities of Cabinet members and role play a Cabinet meeting on a current issue.

	U.S. GOVERNMENT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
CONSTITUTIONAL STRUCTURES AND PROCESSES continued...	
• Describe the selection process for leadership positions at all levels of government.	• Examine the qualifications for all government officials (e.g., President, Governor, legislators, mayor, judges, city council, appointed officials, civil servants). In small groups, develop a consensus about additional criteria for public officials.
• Describe the formal and informal processes of constitutional and legislative change.	• Create a timeline identifying the amendments to the United States constitution (formal change). Create cartoons or dramatize in skits the various means of extra constitutional change (e.g., executive acts, judicial decisions, etc.).
• Determine the significance of judicial review in the constitutional system of the United States.	• Work in small groups to read and discuss summaries of land mark Supreme Court cases. Highlight the importance of precedents and majority, concurring, and dissenting opinions.
• Distinguish between criminal and civil law.	• Visit a criminal and a civil court and keep a journal of observations and experiences, including procedures, determination of justice, and parties involved.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
STATE AND LOCAL GOVERNMENT **Describe the organization of state and local governments and explain the impact of geographic factors on the development of our federal system.**	
• Describe the limits that the United States Constitution places on the powers of the states and on the powers of the national government over state governments.	• Make a chart showing the constitutional limits of both state and federal governments.
• Explain how state and local governments are organized (e.g., legislative, executive, and judicial functions).	• Make a pictorial diagram using photographs or newspaper clippings to show the relationships of state and local governments.
• Identify the major responsibilities of state and local government and how those governments affect their lives.	• Keep a journal listing activities for one day. Determine which activities are effected by state, local, or federal government.
• Evaluate and analyze issues arising from regional differences as they relate to federalism.	• Choose a local issue and use newspapers and electronic media to research the viewpoints in different communities, states, and regions (e.g., environmental concerns, immigration, rural versus urban concerns).
• Determine how local governments effect the decision making power of the central government in a unitary, federal, or confederal system.	• Simulate a city council or town meeting on an issue of national importance under each system. Highlight the different approaches to bringing about change under all three systems.

	U.S. GOVERNMENT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
GROUPS AND INDIVIDUALS IN CIVIC LIFE **Examine the role of individuals and groups in the political process and the civic life of the nation.**	
• Evaluate the role of ethnic, religious, socio-economic, and political groups in the United States.	• Create a time line showing the expansion of voting power from 1789 to the present. Identify specific groups which advocated expanded suffrage; develop "what if?" scenarios describing how life might be today if specific groups had not worked for change.
• Cite examples of individuals who have helped bring about significant change.	• Prepare biographical portraits of individuals who have led significant movements that have brought about governmental change.
• Trace the evolution of the two party system in the United States Analyze the electoral process in terms of resources, techniques, and accommodations.	• 1) Prepare group presentations on significant past campaigns, role-playing the political party members and candidates including platform, posters, slogans, and songs; interview a county clerk about the voting process and campaign finance laws. 2) Interview a party chairperson about the nominating process, party support and candidates, development of constituencies, financial support, and pressures on party leaders and candidates.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
GOVERNMENT AND THE ECONOMIC SYSTEM	
Analyze the interaction between government and the economic system.	
• Analyze the difference ways that local, state, and national governments are funded.	• Interview the treasurer of a local school district to investigate local, state, and national funding.
• Explain and evaluate the effects of fiscal and monetary policies on the United States economy.	• Compare economic theories regarding government policy. Develop hypotheses about the effect of government policies on different segments of society.
• Evaluate the historic and current economic role of government in different societies.	• Compare degrees of government involvement in the economy in nations with past experiences in capitalism, socialism, communism, and fascism.
• Examine the impact of governmental regulations on individuals and businesses in the United States economy.	• Report on the impact of specific government regulations on various groups (e.g., consumers, employers, employees, developing industries or businesses, etc.).
• Examine the influence of individuals, businesses, labor, and other segments of the economy on government policy.	• Use newspapers and magazines to identify current economic issues. Choose a specific issue and conduct a mock hearing in which representatives of different sectors of the economy argue their positions before members of congress.

	U.S. GOVERNMENT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
THE UNITED STATES IN WORLD AFFAIRS **Evaluate the relationships of various government systems and sovereign states in the world.**	
• Compare and contrast the structure and organization of various forms of government systems.	• Develop displays depicting developing and developed nations in terms of economic, political, and social structures.
• Differentiate the various non-state organizations that effect government systems and sovereign states.	• Interview local business leaders of multinational corporations and investigate relationships between businesses, governments, and nations.
• Trace the development of cooperation between governments in the twentieth century.	• Create a world-wide timeline recording the types of relationships between various countries and the United States.
• Examine international organizations and structures that have effected relationships within and among nations.	• Make reports on political and economic organizations, such as the United Nations and the European Union, and the effects of these organizations on different nations.

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	U.S. GOVERNMENT
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
CITIZENSHIP AND CIVIC PARTICIPATION **Recognize the necessity for civic responsibility in order to preserve and improve our constitutional democracy.**	
• Explain the rights and responsibilities of a citizen.	• Develop a "Bill of Responsibilities" to parallel the Bill of Rights and associated amendments.
• Understand the relationship of rights to each other and to other values and interests of society.	• Examine summaries of Supreme Court cases that balance individual rights or freedoms with community or national interests.
• Demonstrate tolerance and respect for differences of opinion.	• Investigate and visually represent examples of the preservation of First Amendment freedoms.
• Actively participate in the electoral process.	• Participate in a local, state, or national election by attending local issues forums, volunteering to work at the polls, and promoting voter turn-out.
• Describe the capacity of the individual to influence governmental decisions.	• Interview both private citizens and lobbyists in considering the impact they have made on governmental decisions.
• Clearly articulate interests and make them known to key policy makers.	• Write an editorial on a specific policy and send it to a newspaper or a policy maker.
• Analyze the processes of coalition building, negotiating, compromising, and seeking consensus for democratic change.	• Study the development of a conference committee bill.

UNITED STATES HISTORY

Course Description

United States History is a two semester course, emphasizing national development in the **late nineteenth and the twentieth century,** which should build upon concepts developed in previous studies of American history. Students in this course should also identify and **review** significant events, figures, and movements in the early development of the nation. After providing such a review, the course should give major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late 19th and the 20th centuries. A chronogical, topical, or comparative approach can be used in developing themes from America's past as they relate to life in Indiana and the United States today.

Students should demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students should be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities should be given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues should include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students should be able to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community settings.

Note: The proficiency statements are not presented in chronological or hierarchial order. Classroom teachers are free to structure their classes in ways that best meet the needs of their students.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
CITIZENSHIP AND GOVERNMENT **Analyze past and present political structures that enable citizens to make decisions throughout United States History.**	
• Examine the fundamental principles which serve as the basis of our democratic form of government (e.g., Natural Rights philosophy, republicanism, constitutionalism).	• Compare John Locke's list of natural rights with those listed by Jefferson in the Declaration of Independence.
• Explain and illustrate the characteristics of a democratic society (e.g., consent of the governed, rule of law, individual rights and responsibilities, etc.).	• Write an essay in which students compare and contrast social order with individual liberty.
• Examine the major ideas and concepts about government that developed during the Colonial and Constitutional eras.	• Develop a chart that compares and contrasts the basic governmental structure in the Articles of Confederation with the Constitution.
• Explain and illustrate the process of expanding democracy through the extension of citizen/individual rights throughout United States history.	• Identify and analyze those amendments to the Constitution that expand individual or citizenship rights.
• Identify differing and changing perspectives about the role of government throughout United States history.	• Find examples from newspapers and magazines of freedoms contained in the Bill of Rights. Create a bulletin board and use for discussion. • Create a series of cartoons comparing the role of government during the early nationalist period, post-civil war industrial era, and new Deal era. • Identify liberal, moderate, and conservative positions on a specific issue.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
HISTORICAL PERSPECTIVES **Trace and analyze chronological periods in the development of the United States History.**	

• Review, summarize and outline major periods and events in U.S. History prior to the late 19th Century:
  • Formation of the United States
  • National Expansion
  • Social changes and the Civil War.
	• Create an historical time line, focusing on major time periods or tracing an issue across time periods.
	
	• Create a large map of the U.S. identifying geographic areas and indicating dates when those areas were acquired by the U.S.

• Examine the events and forces of the trans-Mississippian expansion and the concept of Manifest Destiny.	• Conduct T.V. news "on-the-spot interviews" in which students prepare for and play the roles of persons with different perspectives on the concept of Manifest Destiny (e.g., a recent immigrant, a Native American, a business man, a farmer, a tradesman).
• Trace the factors involved in the transition from an agrarian to an industrial nation and the impact of immigration on the American society between 1865 and 1900, (e.g., transportation networks, rise of corporations and labor, urbanization, emergence of a multicultural society, growth of Indiana as a state).	• 1) Create a pictorial gallery of various immigrant groups in the United States. 2) Develop charts showing the amount of immigration into the United States and Indiana from various parts of the world.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
HISTORICAL PERSPECTIVES continued . . .	
• Review the major events in the development of the United States as a world power and summarize its role in World War I.	• Use historical maps to identify the most powerful nations at the beginning of World War I. Compare and contrast the issues relating to America's entry into the World War I with those of World War II.
• Describe the characteristics and impact of agrarian reform and the progressive movement.	• Create a flow chart or web which illustrates a technological improvement and traces its impact on history. Use in a report analyzing the influence of a specific technology.
• Identify and explain the interrelated social and economic forces associated with the eras of prosperity, depression and the New Deal.	• Develop an oral history questionnaire and conduct oral and written surveys of local citizens about their experiences in the 1920's, 1930's or 1940's.
• Outline the events leading to the entry and participation of the United States in World War II, development of Nuclear Energy, and the escalation of tensions during the Cold War between the U.S. and the USSR.	• Write an essay describing how atomic energy or the Cold War influenced life in the past and the present.
• Examine the political social, economic, and technological transformation of U.S. society during the post-World War II period (e.g., changing roles of women, African-Americans, Hispanics, and other minorities; prosperity and abundance; unemployment; inflation; economic growth; baby boom; television.).	• Compare a newspaper from an historical period with a newspaper from the present, identifying the major issues of concern.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
HISTORICAL PERSPECTIVES continued . . .	
• Identify and explain the significance of the events of the 1960's and 1970's, including the Civil Rights Movement, the Vietnam War, Watergate, Middle East, Reaganomics, collapse of the Soviet Union.	• Create a collage of 20th century world leaders. Use multimedia CD Rom programs to develop presentations or reports on the civil rights movement, the assassination of President Kennedy, the Viet Nam War, etc.
• Examine the impact of the transition from an industrial to an information society.	• Draw "before and after" cartoons of life at home or at work before and after the arrival of computer technology.
• Hypothesize about future trends and their impact on our lives.	• Write an essay or a story describing the United States 25 years into the future.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
GEOGRAPHIC RELATIONSHIPS	
Describe the geographical patterns and interrelationships of major physical and cultural features as they relate to the historical development of the United States.	
• Identify, describe, and evaluate the influence of geographical factors on national and state development in a variety of historical eras.	• Make a physical map of U.S. and label major regions and features.
• Identify interpret, and use information from maps and globes in historical inquiry activities.	• Draw a set of historical maps tracing geographical and demographic changes in U.S.
• Examine and explain the impact of geopolitics and role of the United States in world affairs. (e.g., Monroe Doctrine, Panama Canal, retention of strategic world areas and resources, political decisions based on geographic, economic and defense issues).	• Use computer simulation games such as "Colonization," "Oregon Trail," "Golden Spike," and "D-Day."
	• Using a world map, identify nations that are economically or militarily strong and weak. Discuss the implications for these nations and their neighbors.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
ECONOMICS **Analyze information to explain the interaction of economic conditions and movements with historical events.**	
• Identify and appraise the economic, social, and political issues involved in dissent and reform throughout United States history (e.g., abolitionist and civil rights movements; anti-war movements, labor movement, environmental issues, nuclear issues).	• Compare and contrast the economic and social conditions described in novels of the late 19th and the early 20th century with the research of economic historians.
• Identify significant technological innovation and analyze their impact on U.S. development (e.g., cotton gin, interchangeable parts, barbed wire, mass production, electrification, atomic energy, computers).	• Listen to music from differing historical periods to identify social, political, or economic issues.
• Evaluate the role of capitalism in the economic development of the United States (e.g., the role of entrepreneurs, private property, self-interests, individual stock ownership, labor-management interaction).	• Analyze the development of a modern corporation to prepare a list of five key components of the capitalist system. • Participate in a stock market simulation. • Debate the advantages and disadvantages of business concentration in the late 19th century, and compare with business trends in the 20th century.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
WORLD CULTURES	
Investigate the interrelationship of U.S. development and that of other nations and cultures.	
• Compare major events and movements in the U.S. with those in other parts of the world.	• Create a world time line and compare events in U.S. history and other world regions.
• Describe and assess the impact of the domestic and international policies of the United States on its relationships with other countries.	• Create a series of maps tracing trade routes in history, including land, water, and air routes.
	• Prepare a chart of exportable raw materials from various countries.
• Examine and evaluate examples of domestic and international interdependence throughout United States history (e.g., triangular trade routes, exchange of resources, multinational corporations).	• Color in a map identifying countries which ship oil to the United States.
	• Compare the amount of trade surplus and trade deficit of the United States with five trading partners.
	• Use foreign newspapers and magazines to identify examples of how American films and music have influenced other cultures.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
INDIVIDUALS AND SOCIETY **Examine the patterns of individual and group behavior in United States history.**	
• Examine the roles of various immigrant groups in the development of American society.	• Make a dual timeline which illustrates the various waves of immigration in United States history and related social and economic events and movements.
• Examine various ethnic and racial groups and assess their roles in contemporary United States History (e.g., Native Americans, Hispanics, African Americans, Asian Americans).	• Create a collage showing the movement toward civil rights of various groups.
• Explain and assess the importance of conflict and compromise in U.S. History (e.g., Philippine annexation, League of Nations, United Nations, Civil Rights, Vietnam).	• Create a conflict and compromise graphic which charts a conflict and its outcomes..
• Explore the relationship between social change and 20th century interpretations of constitutional rights (e.g., Supreme Court decisions such as *Brown vs. Board of Education*).	• 1) Identify and explain various Supreme Court cases which defined the rights of accused persons. 2) Work in small groups to compare original court cases such as *Plessy v. Ferguson (1896)* and *Brown v. Board of Education (1954)*.
• Identify and trace intellectual developments in United States history (e.g., Social Darwinism, religious fundamentalism, gospel of wealth, social gospel, the development of sociology and economics as social sciences).	• Develop a time line featuring important ideas and intellectual movements in the 20th century.
• Explain and evaluate the role of values, morals, and ethics in a changing society.	• Use newspapers and magazines to identify important issues regarding values, morals, and ethics in our society. Compare with important moral debates of the past.

	UNITED STATES HISTORY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
CURRENT EVENTS **Identify, analyze, and relate movements, events, and issues in the history of the United States to current issues.**	
• Demonstrate awareness of significant current events.	• Select a current issue and trace its relevant historical roots.
• Use a variety of sources to gain information about current events.	• Create a list of information sources about a specific current event.
• Use historical evidence to evaluate proposed solutions to current problems.	• Identify a problem in the United States or some other area of the world. Research and cite historical factors contributing to the problem and propose a possible solution.
• Compare and contrast an historical incident with current situations.	• Design criteria and evaluate an historical decision (e.g., a Supreme Court, presidential, or military decision). Examine the historical factors which influenced the decision and its results.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
INQUIRY SKILLS **Use primary and secondary resources to organize and make informative decisions, draw conclusions, design presentations, and evaluate actions.**	
• Identify, evaluate, and use appropriate technologies, reference materials, and data sources.	• Use the Internet or World Wide Web to gather information on a specific topic.
• Read and observe to predict, to seek answers, and to analyze points of view.	• Read and analyze a primary document considering the historical context and point of view of the author.
• Record sources of information and develop note taking and outlining systems.	
• Evaluate sources of information	• Write an in-class critique of a local newspaper article or write a letter to the editor about a local issue.
• Identify and interpret basic premises and alternatives.	
• Identify and interpret cause and effect relationships.	
• Distinguish fact from opinion and judge the integrity of sources.	• Using a local newspaper editorial, distinguish between opinions and facts.
• Work cooperatively to prepare reports and presentations.	
• Substantiate ideas using gathered data and logic.	
• Use quotations and cite sources.	

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
CIVIC IDEALS AND PRACTICE **Describe and demonstrate the rights and responsibilities of citizens in a democratic society.**	
• Analyze the relationship between citizens' rights and responsibilities.	• Use primary documents to compare and contrast citizens' rights and responsibilities in different historical periods.
• Distinguish among methods of settling disputes.	• Simulate civic decision-making activities (e.g., town council meeting, congressional hearings, mock trials).
• Participate in civic decision-making and problem-solving activities in the school and community setting (e.g., student government; cooperative learning activities in which students assist and work with peers; voting in local, state, and national elections when eligible; volunteer work for civic and community organizations).	• Role play an actual Supreme Court case in which class members argue the case, testify, serve as judges and other court officials. Compare the decision reached with the actual verdict. • Create a video-tape to use as a commercial which is based upon a past or current presidential election. Examine local historic preservation efforts; Assist with the restoration of an historical site.
• Demonstrate the ways laws are made, changed and interpreted.	• Attend a local government meeting. Take notes recording procedures. Use as the basis for a report or class discussion.

WORLD GEOGRAPHY

Course Description

World Geography should provide an opportunity to study the interaction of humans and their environment in space and time. The course should help students understand global patterns of physical and cultural characteristics, such as Earth-sun relationships, atmospheric and oceanic circulation, landforms, climate, population, transportation and communication, economic linkages, and cultural diffusion. The study of cultural settings should also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. World Geography should provide the opportunity to study the five basic geographic themes (location, place, relationships within places, movement, and regions) as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies should focus upon the relationships among regions and exemplify important geographic concepts and problems.

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	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
MAPS AND OTHER INQUIRY TOOLS **Use maps, globes and other tools and technologies to acquire and process information about people, places and environments.**	
• Use basic map and globe skills including the Earth's grid system and time zones.	• 1) Devise games requiring the ability to locate places using degrees of latitude and longitude. Example: Play "latitude and longitude bingo" finding on maps the sites that correspond to their absolute locations. 2) Plan a trip across several time zones calculating arrival times at each destination.
• Use maps, globes, graphs, and supporting tools and technology to acquire and process information from a spatial perspective.	• Use newspapers and magazines to identify world "hot spots" where there are current issues and problems. Design a large bulletin board map of the world locating hot spots and develop and display a written description of the geographic factors that relate to each problem.
• Produce and interpret maps and other geographic representations to analyze geographic problems.	• Compile information from various media (e.g., CDRom, World Wide Web, Census reports, etc.) and transform the data into maps, graphs and charts.
• Understand how people use mental maps to organize information, and how mental maps influence human decision-making.	• 1) Draw sketch maps of the world and compare. Speculate about the differences in people's mental maps based on life experiences. 2) Compare maps of the world using different projections and perceptions of space (e.g., a map centered on Australia or one of the polar regions).

	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
MAPS AND OTHER INQUIRY TOOLS continued . . .	• Examine local maps (e.g., county aerial maps from Assessor's Office at county court house; topographic and political maps). Interview community leaders about their perceptions of the community. • Select a specific problem (e.g., deforestation) in a given area and use a variety of technologies to collect information (e.g., aerial photographs, satellite imagery, geographic information systems-GIS).

	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
PLACES AND REGIONS **Explain the concept of region (a human construct for organizing information to help interpret the Earth's complexity) and describe the human and physical characteristics of place.**	
• Give examples of how people create regions to help them understand the Earth's complexity.	• Develop a variety of world maps showing different physical or human factors that constitute a region (e.g., climate and vegetation; language; religion; industries). Explain how the concept of a region can be used to help understand a particular topic or problem.
• Suggest various physical or human criteria upon which regions can be based or defined.	• Compare maps of the world in different historical periods and note changes in political boundaries as a result of wars or territorial disputes. List other factors that contribute to regional change (e.g., physical: long-term climate shifts, seismic activity; human: migration, changes in production and market patterns, etc.).
• Explain that physical and human characteristics combine to make each place unique.	• 1) Make a bulletin board using magazine and newspaper clippings which illustrate important physical features of places around the world. 2) Choose a place and write brief vignettes describing the site at different times in history (e.g., London as a medieval trading center, the capital of the British Empire, and a modern city).

	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
PLACES AND REGIONS continued . . .	
• Explain why places and regions are important to individual and group identity.	• 1) Identify places that have symbolic meaning to different groups (e.g., Jerusalem or Mecca as holy cities; Arlington National Cemetery as a place to honor war dead). 2) Develop a map showing places that have personal significance. 3) Demonstrate how attachment to places and regions is expressed in songs, stories, poems, and novels.
• Analyze the ways in which people's changing views of places and regions reflect cultural change.	• Examine maps which show the shift in population from rural to urban settings and from urban to suburban areas. • Develop a map showing possible future settlement patterns and explain why people may choose to live in specific places or regions.

	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
EARTH'S PHYSICAL PATTERNS **Understand the physical characteristics of Earth's environment: their processes, distribution patterns and interrelationships.**	
• Describe Earth/sun relationships including "reasons for seasons."	• Use a light source and a globe to demonstrate the cycle of seasons in the northern and southern hemispheres. Explain solstices and equinoxes.
• Identify Earth's major physical features (e.g., mountains, river systems, etc.).	• Identify and label major features on a physical map of the world.
• Give examples of the physical processes, such as plate tectonics, weathering, and erosion that shape the patterns of the Earth's surface.	• Work in small groups to demonstrate how an extreme natural event can alter landscapes and human settlements (e.g., Mississippi River Floods, 1993; Hurricane Andrew in 1992; earthquake in Osaka, Japan, 1995).
• Describe the components of weather, and the atmospheric and oceanic movements that drive the world's weather systems.	• Draw maps illustrating the influences on the development of a variety of weather systems.
• Explain the characteristics and spatial distribution of the world's climates and climate-related ecosystem: vegetation, soils, and fauna.	• Develop maps on clear acetate showing different climate types and regions. Use colored pens and overlays to illustrate the influences of physical processes (e.g., temperature, moisture, etc.) and cycles (e.g., world atmospheric circulation, ocean circulation).

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
EARTH'S PHYSICAL PATTERNS continued . . .	
– Explain how land form and climate affect human behavior and cultural patterns, especially land use.	– Develop maps showing land use in different regions of the world.
EARTH'S HUMAN PATTERNS	
Explain the human characteristics of Earth's environment: political patterns, population dynamics, cultural mosaics, and land use.	
– Describe world patterns of population distribution, density, and growth.	– 1) Develop a chart showing estimated changes in world population over the last 500 to 600 years; speculate about the reasons for population increase or decrease in specific areas. 2) Examine past and present government policies designed to change the population characteristics of a country or region (e.g. the former Soviet Union, China, etc.).
• Explain the relationship of population distribution to Earth's physical characteristics.	• Develop a map showing major concentrations world population on clear acetate. Lay the map over a map of the same scale showing topographical features. List the possible physical characteristics influencing population density in specific areas.
• Describe the relationship of population growth rates to food supply and other factors of human well-being.	• Research and develop a chart showing food supply in relationship to population growth rates.

	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
EARTH'S HUMAN PATTERNS continued ...	
- Identify the location of the world's countries and major cities.	- Make a political map showing the countries and cities of the world.
- Analyze the location and function of cities.	- Choose cities of the world to research; research and analyze the real situations and compare their present-day functions. Use pictures to illustrate unique and the travel sections of newspapers and photographs and characteristics. Use maps, city plans, charts, and census data to demonstrate changes in function.
• Describe growing world urbanization and hypothesize about its impact.	• Develop maps and charts that illustrate [illegible] in various parts of the world. Speculate [illegible] impact on housing and transportation issues, interpersonal relationships.
• Describe the distribution of the world's major religion and language groups.	• Use overlay maps on clear acetate and [illegible] the world's major religions, language [illegible] cultural features.

	WORLD GEOGRAPHY
Proficiency Statements and Indicators Students should be able to:	**Sample Student Activities/Projects** Teachers might:
HUMAN/ENVIRONMENTAL INTERACTION Analyze how humans affect and are affected by their physical environment.	
• Examine ways that people in different parts of the world have adapted to the physical environment.	• 1) Make a pictorial chart comparing types of housing. 2) Use newspapers and magazines to find examples of how people in culturally hazardous areas adapt to the environment (e.g., sea walls, earthquake resistance construction, storm warning systems, etc.).
• Evaluate the ways in which technology has expanded the human capability to modify the physical environment.	• Use historical maps and other documents to examine ways the local community modified the physical environment in the past. Compare with the current impact on the environment and discuss future changes.
• Examine the characteristics of major global environmental changes and the human factors that contribute to the creation of these problems (e.g., deforestation, ozone depletion, global warming).	
• Develop possible solutions to problems of environmental change brought on by human activity.	• Develop a list of environmental changes. Work in small groups to develop possible strategies to lessen the impact of these changes (e.g., farming techniques adapted to dry regions, etc.).

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
HUMAN/ENVIRONMENTAL INTERACTION continued . . .	
Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.	• Develop historical and contemporary case studies of decreased environmental capacity (e.g., The Dust Bowl, drought in the Sahel, depletion of rain forests in central Africa).
HUMAN INTERDEPENDENCE	
Analyze the patterns and structures of human economic interdependence.	
Identify the major world patterns of land use, both rural and urban, and their relationship to climate and natural resources.	• Construct land use maps of the local community, state, nation, and world.
Classify, describe, and locate the three major economic systems (traditional, command, and market).	• Develop a color coded economic map which locates different types of economic systems (e.g., North Korea as a command economy, Singapore as a market economy).
Classify world nations in terms of levels of development, [illegible] and key demographic and social indicators.	• Construct a chart showing GNP per capita of key nations in various parts of the world.
Explain the meaning of the term *infrastructure* and analyze its relationship to level of economic development.	• Analyze newspaper and magazine articles and list examples of infrastructure needs and issues in various parts of the world.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
HUMAN INTERDEPENDENCE continued . . .	
• Identify different types of economic activities (primary, secondary, and tertiary). Give examples of each, the environmental conditions under which they may occur, and their capital and labor requirements.	• Examine the results of local policies related to the use of resources (e.g., restrictions on water use during drought, local recycling programs). Interview community members and public officials about local attitudes and public participation in these programs. Compare with programs in other parts of the world (e.g., China, Germany).
• Describe the role of men, women, and children in to economic activities in various parts of the world.	• Report on the role of women in the household and/or as wage earners in selected countries. Compare rates of literacy and levels of education for males and females in selected countries. Compare the time spent in daily tasks such as collection of fuel, drinking water, and preparation of food in less developed countries with the time needed in developed countries.
MOVEMENT AND CHANGE **Demonstrate that change on Earth is constant, and that the movement of populations, goods, ideas, and elements of the physical Earth create ever-altering spatial patterns**	
• Describe the ways in which Earth's physical processes are dynamic and interactive.	• Collect evidence of long-term changes in landforms and climate in the local area (e.g., rock formations, soil samples, fossils, etc.). Develop a mural of the local area showing landscapes and plant and animal life at different stages in geological time. Speculate about future changes due to changes in climate, wind and water erosion, floods, human activity.

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	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
MOVEMENT AND CHANGE continued...	
• Analyze human migration in terms of push/pull factors. Identify major patterns of human migration, both in terms of time and space.	• Make a map showing migration patterns within Indiana and the United States, or from other parts of the world. Speculate about the "push/pull" factors related to each migration (e.g., the need for jobs versus family ties in the home area; famine versus the desire to remain in one's own country; the desire for religious freedom versus the desire to remain in familiar surroundings).
• Evaluate the impact of human migration on physical and human systems.	• Create maps showing migration patterns in the United States and Indiana. Use overlay maps to show corresponding changes in ecosystems, land use, transportation systems, etc.
• Explain how change in communication and transportation technologies can contribute to both cultural convergence and divergence.	• Create a bulletin board or displays showing how technology brings diverse cultures closer together (e.g., air travel, the Internet, movies and television, international business ventures such as American fast food franchises). Make a corresponding display showing how technology can be used to reinforce a sense of cultural distinctness or separation.
• Identify and analyze the historical movement patterns of people, goods, and ideas.	• Use a series of historical maps to show the changes in trade and migration patterns (e.g., early trade routes by sea, shipping routes after the opening of the Panama and Suez Canals, early and present-day land and air travel route). Develop an historical map tracing the spread of an idea or technology from its origin to other areas of the world (e.g., printing press, computer technology, etc.).

	WORLD GEOGRAPHY
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
MOVEMENT AND CHANGE continued . . .	
• Describe the relationships between changing transportation technologies and increasing urbanization.	• Use highway maps and local transit maps to plan trips to a nearby city to visit specific sites, trips within an urban area, and trips from urban areas to sites in rural settings. Speculate about how access to transportation systems affects life in various types of communities.
GEOGRAPHIC THINKING AND CITIZENSHIP **Apply geographic understandings to interpret past events, analyze and make rational choices for present challenges, and influence future trends.**	
• Explain the relationship between geographic factors and selected major historical events.	• Make a timeline of major world events including their spatial impact (e.g., industrial revolution/urbanization, etc.).
• Assess how people's changing perceptions of geographic features have led to changes in human societies.	• Compare the attitudes of different cultural groups toward the environment and use of resources (e.g., Native Americans/early European settlers/present-day Americans).
• Explore how different points of view influence policies relating to the use and management Earth's resources.	• 1) Invite a panel of community members who represent different perspectives on local resource management issues to speak to the class. 2) Interview a variety of people regarding how they use geographic information in their work.
• Solve problems using geography and geographic skills to bring a spatial dimension to analysis and decision-making.	• Identify a local need for geographic information. Collect and analyze data and develop plans or proposals related to this need. Example: Collect information on soils, hydrology, drainage, transit routes and other factors to help determine the best location for a landfill, park, school or other facility.
• Predict trends by analyzing present spatial patterns in terms of the continuing change implicit in human/environmental interactions.	

WORLD HISTORY/CIVILIZATION

Course Description

World History/Civilization should provide for a study of selected world cultures, past and present. Content should provide a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. The course should emphasize the interaction of cultures with the natural environment as well as the connections among civilizations from earliest times to the present. The course may be designed to focus on prehistory; early world civilizations (including the rise of civilizations of the Middle East, Africa, and Asia); the classical civilizations of Europe, Asia, Africa, and Latin America; and the development of modern societies. The course might also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

	WORLD
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Pr** **Student might:**
HISTORICAL PERSPECTIVES **Examine historical events, personalities, and movements as they impacted world history.**	
• Analyze the processes that led to the development of early human communities.	• Create a world map showing k communities and possible dates and geographic features corresp activity.
• Trace the development of agricultural societies in the fertile crescent and the Indus Valley.	• Use photos or slides of artifacts Indian civilizations to identify t draw conclusions about the lifes
• Describe the characteristics of ancient Egypt and China.	• 1) Draw diagrams and label to classes in ancient Egypt and Ch settlement patterns along river s
• Compare the structure of Greek and Roman cultures and their development of the first democracies and republics. Analyze the impact of the Roman conquest of the 'world'.	• 1) Create a model of a Greek ci democratic concepts from early Create maps showing the variou
• Examine how the split in the Roman Empire effected the growth of Christianity.	• Use colored pens or pencils on spread of Christianity from Ro

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
HISTORICAL PERSPECTIVES continued . . .	
• Identify the causes and consequences of the rise of Islamic civilization.	• Develop a timeline showing important stages in the development of Islamic culture.
• Describe how the Western Christian church united Western Europe through its practices.	• Create maps to show major religious practices. Identify the various cultural environments of European practices.
• Describe how Hinduism and Buddhism affected Asian political development.	• Make charts comparing and contrasting Hinduism, Buddhism, and Christianity.
• Identify major civilizations of North America and South America.	• Develop profiles of major North and South American civilizations. Use maps and drawings to illustrate their unique characteristics.
• Describe the growth African cities, states, and trade relationships from the 11th to the 15th century.	• Make maps locating major African cities and identifying trade routes that linked African cultures.
• Follow the development of the modern European nation-state.	• Create historical maps of Europe to identify the emergence of major nation-states in different historical periods.
• Describe how the Renaissance revitalized the art, philosophy, writing, medicine, science, and music of Western Europe.	• Stage a Renaissance fair in the classroom or school.

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
HISTORICAL PERSPECTIVES continued . . .	
• Show the effects of the Reformation on religious, political, and cultural	• Make "webs" or charts showing the influence of major ideas of the Reformation on the political philosophies of the time.
• Compare the effects of imperialism and exploration on the development of the balance of power theory.	• Use an historical world map to identify the nations that acquired power and influence through exploration and colonization.
• Hypothesize the effects that popular revolutionary movements had on the modern nation-state.	• Use "revolution" as a theme to examine samples of art and literature from 1500 to the present.
• Trace the growth of industrialization and its effects on various nations.	• Use a world map and colored pencils to indicate the colonial relationships of industrialized nations and less industrialized nations.
• Evaluate how rivalry among nations led to a power struggle which resulted in the two major world wars.	• Make a chart identifying the combatant nations in World War I and World War II and the issues which motivated both conflicts.
• Hypothesize about the changes in society related to technological advances.	• Make a timeline showing major developments in the technology of communications (e.g., printing press, telegraph, telephone, radio, television, computer, FAX, Internet). Explain the impact of each.

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
WORLD CULTURES AND CULTURAL EXCHANGE **Investigate nations and cultures in terms of their diversity, commonalities and inter-relationships.**	
• Compare and contrast ancient cultures.	• Develop written or illustrated "culture grams" briefly describing ancient cultures in different parts of the world.
• Analyze the interrelations among Aegean cultures and the cultures of Southwest Asia and Egypt.	• Use reference books and slides to examine examples of the art and architectures of Hellenic cultures noting cross-cultural influences.
• Examine the effect that Christianity had on unifying the diverse tribal relationships of Western Europe.	• Simulate diverse groups trying to unify under one political structure using negotiation and compromise.
• Cite examples of the contributions of Islamic culture to the arts and sciences.	• 1) Construct a chart giving examples of contributions to medicine, mathematics, astronomy and geography. 2) Identify basic elements of Islamic architecture and construct a collage of buildings in different parts of the world.
• Analyze the consolidation of power in Asia by the conquest of the Huns and the Mongols.	• Develop a map of Asia showing areas of influence of Huns, Mongols, and Chinese dynasties.
• Explain how the cultural enlightenment effected religious reform in Western Europe.	• Develop reports on major intellectual leaders of the time highlighting their most significant ideas.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
WORLD CULTURES AND CULTURAL EXCHANGE **continued . . .**	
• Describe how the linking of major world regions in the 15th to the 17th centuries brought about important cultural change.	• Develop a chart of technological changes taking place in the 15th to 17th centuries. List hypotheses about the cultural impact of each one.
• Show how the expansion of western culture impacted various cultures around the world.	• Take the differing perspectives of Europeans, Africans, and Native Americans in writing reports or "letters" about their encounters with other cultures during European colonization.
• Explain how modern society is based on the development and dissemination of the industrial and information revolutions.	• Debate the impact of instantaneous communication on relations between cultures.
• Examine the cultural and ethnic struggles that contributed to two world wars and that are still a factor today.	• Use a world map to identify areas where there are ethnic and cultural conflicts today.

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
GEOGRAPHIC RELATIONSHIPS **Describe the impact of geographical patterns and their interrelationships on the growth of modern civilization.**	
• Identify, describe, and evaluate the influence of geographical factors on the development of civilizations from ancient times through the modern nation-state.	• Use a historical map to locate the sites of ancient cities. Compare with the locations of present-day cities. Speculate about the reasons both ancient and modern cities grew up in these locations.
• Analyze the differing characteristics of human settlement in various periods of history.	• Develop maps showing patterns of land use and settlement in different periods. Identify the physical factors which limit or stimulate the growth of human settlement.
• Analyze the impact of human migration on human and physical systems throughout history.	• Choose one example of human migration and list the push and pull factors that encouraged or discouraged migration (e.g., the danger of the journey versus the promise of jobs or new land).
• Explain the relationship between the distribution of resources and the exploration, colonization, and settlement of different regions of the world.	• Choose several examples of exploration, settlement, or colonization and identify the key resources that were sought. Examples: Spanish and Portuguese attempt to find a passage to India and China for access to spices and other products; Russian settlement of Siberia, Alaska, and California as sources of fur, fish, and timber.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
GEOGRAPHIC RELATIONSHIPS continued . . .	
• Give examples of how people in different places and times have used technology to modify the physical environment.	• Choose one type of modification, such as irrigation. Work in small groups to compare the technologies used by people in different environments and periods of history. Examples: ancient and modern people in the American Southwest, ancient and modern Egypt, ancient and modern China.
• Analyze the factors which led to the development of distinctive cultural regions in different time periods.	• Develop maps showing distinctive cultural regions of the world at different times. In each case, identify the cultural characteristics that create regions and link areas of the world. Examples: religious ties linking Byzantine civilization; linguistic ties linking Great Britain and former colonies, etc.
• Speculate about how political structures, daily life, and customs of various cultures may have been influenced by the environment.	• Develop profiles of two cultures in a given period (e.g., the Aztec Empire and Spain). Compare housing, agriculture, transportation, trade relationships, political organization, etc. Cite the environmental factors which may have influenced these activities.
• Use information from maps, globes and other geographic representations to analyze world events and historical questions.	• Make a list of nations mentioned on a television or radio news broadcast. Locate the nations listed on a world map and provide a brief historical overview.

Proficiency Statements and Indicators Students should be able to:	Sample Student Activities/Projects Student might:
POLITICAL IDEAS AND GOVERNMENT	
Analyze the effect that political ideas and practices have had on civilization.	
• Trace the development of political structures in hunting and gathering societies, Empires, city-states, church states, kingdoms, and the modern nation-state.	• Develop a timeline of different types of political organizations in Europe. Compare with a similar time line for another area of the world.
• Study the role that the cultural dissemination has had on the development of the modern nation-state.	• Work in small groups to analyze the impact of different technologies on the development of the nation-state (e.g., transportation and communications technologies).
• Identify forces that have influenced political change in various historical contexts.	• Develop a "T-chart" for a past government listing forces for stability on one side of the T and forces for change on the other.
• Analyze the conditions that have resulted in conflict and cooperation among nations.	• Choose an example of conflict or cooperation between two or more nations. List the factors that lead to conflict (e.g., boundary disputes, religious or ethnic friction) or cooperation (e.g., similar political goals, common language).
• Examine the role of political leadership in the development of political systems.	• Read biographies of political leaders in different periods of history. Develop individual profiles listing leadership qualities.

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators ***Students should be able to:***	**Sample Student Activities/Projects** **Student might:**
ECONOMICS **Analyze the effect that different economic systems have had on the development of selected societies.**	
• Trace the development of ancient economic systems from hunting and gathering society through the emergence of industrialism.	• Develop a timeline of economic systems.
• Analyze the influence of trading relationships on different cultures throughout history.	• Develop maps showing trading routes in different historical periods. Develop hypotheses to explain changes that occurred in trading patterns.
• Identify *mercantilism* and its economic effect on the development of various cultures.	• Identify mercantile nations of the 16th and 17th centuries. Develop a map using colored pencils to show their areas of influence in other parts of the world.
• Define and appraise the roles that traditional, command, and market economies have had on world development.	• Make charts comparing the characteristics of traditional, command, and market economies. Describe how such systems operate in specific countries.

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
INDIVIDUALS, GROUPS, and INSTITUTIONS **Examine patterns of individual and group behavior from the past and consider possible implications for the future.**	
• Examine the importance of role, status, and social class in various cultures.	• Work in small groups to compare role, status, and social class in various cultures of the past and present. Examples: ancient and modern India, early and contemporary European cultures, etc.
• Analyze group influences on people, events, and movements of the past.	• Identify major social, political, artistic, and scientific movements in history. Develop a chart identifying the groups that participated in these movements.
• Examine the role of ethnic and religious loyalties and their relationships in society.	• Develop individual or group reports on different religions of the world and how they have influenced the development of specific cultures.
• Evaluate the role of institutions in influencing continuity and change.	• Choose one institution, such as *education,* and create a timeline or chart of its development and influence.
• Evaluate how the failure to communicate among groups can lead to conflict.	• Use newspapers and magazines to identify present-day conflicts. Compare to similar events in the past. Explain why communication among groups may or may not be a factor in present and past conflicts.
• Explain the role of individuals in groups and institutions.	• Read biographies of individuals who influenced groups and institutions of their time (e.g., religious reformers, political leaders, scientists, artists).

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
CURRENT ISSUES: **Analyze current issues and hypothesize about their possible impact.**	
• Identify issues and problems in the past.	• Work in small groups to develop newspaper "headlines" for different periods in the past.
• Trace the origins of current world political, ethnic, economic, religious and environmental conflicts.	• Choose a specific issue and develop a chart showing related historical and contemporary factors.
• Compare and contrast historical incidents with current situations.	• Use newspapers and magazines to identify a specific incident. Search historical sources for similar events.
• Use historical evidence to evaluate and propose solutions to current problems.	• Choose a current problem and explore alternative solutions. Use historical evidence to evaluate each proposed solution.

	WORLD HISTORY/CIVILIZATION
Proficiency Statements and Indicators **Students should be able to:**	**Sample Student Activities/Projects** **Student might:**
HISTORICAL INQUIRY **Use a variety of resources to gather and analyze information for making decisions, drawing conclusions and designing presentations.**	
• Identify, use, and evaluate appropriate reference materials in data sources.	• Choose an historical question and develop a list of possible data sources.
• Read and observe to predict, seek answers, and analyze points of view.	• Read a primary document to identify the author's perspective.
• Record sources of information and develop note-taking and outlining systems.	• Outline information on a specific topic from at least one data source.
• Identify and interpret basic premises, alternatives, and cause and effect relationships.	• Read selected newspaper accounts of an historical incident to distinguish fact from opinion.
• Distinguish fact from opinion and evaluate the integrity of sources.	• Play the role of a "historical detective" by brainstorming the different types of evidence that could support the authenticity of a source.
• Utilize available technology in seeking information and developing presentations.	• Choose one historical topic and explore the data sources available on the Internet.
• Use data presented in charts, tables, graphs, and other graphic organizers to examine historical questions.	• Use graphs and charts to compare demographic data for different areas of the world.

X HIGH SCHOOL SOCIAL STUDIES

COURSE DESCRIPTIONS

X HIGH SCHOOL SOCIAL STUDIES
COURSE DESCRIPTIONS

African Studies

African Studies should give students an understanding of an appreciation for the diverse peoples, cultures, and economic systems of the African Continent. The course should examine the early kingdoms and cities of Africa; early trade routes with Europe and the East; the influence of African culture in the Americas; the colonization of Africa by European countries; African influence in the United States; the establishment of independent nations in Africa; and contemporary traditions, literature, art, and other cultural aspects.

Anthropology

Anthropology should broaden students' perspectives concerning patterns of culture among people. The study should introduce the anthropologist's processes of observing and analyzing human behavior. Topics should include: theories and principles of culture formation, growth, functioning, and change; the relationship of culture to environment; and the relationship between cultural background and behavior.

Applied Economics

Applied Economics should investigate the specific economic effect of market forces and government policies on individuals and the major institutional groups, such as business and labor, in the economy. Special attention should be given to economic concepts and principles used by consumers, producers, and voters. Learning experiences such as projects, field trips, or computer applications are strongly encouraged as ways to demonstrate practical applications of economic concepts.

Asian Studies

Asian Studies should provide insight into the diverse peoples and cultures of Asia. It should offer opportunities to study aspects of culture in one or more of the Asian countries. Attention should be given to religions, traditions, art, literature, and the development of social, economic, and political institutions. Examination of contemporary Asian societies and the interaction of Asia with the United States should be components of this course.

Citizenship/Civics

Citizenship/Civics should be an overview designed to help students become independent thinkers and conscientious citizens. The course should deal with political behavior which students and citizens consider to be relevant to the most pressing issues of the day. The course should provide students with experiences which will develop citizenship attitudes within the framework of democratic society. Topics should include the process of policy making; methods of public participation in policy making, citizenship rights and responsibilities in a changing society; and the relationship between modern society and government. The study of local government should be a component of this course.

Consumer Economics

Consumer Economics should provide the concepts and analytical tools necessary to understand the functioning of the economic, political, and social systems and the ways in which they affect and are affected by the individual, the family, and other groups. Opportunities should be provided to acquire consumer management and decision-making tools in order to understand the responsibilities and rights of individuals as consumers, producers, and citizens. *Consumer Economics* should help students to develop individual decision-making skills applicable to such areas as budgeting, saving and investing, shopping, choosing a job, and being an effective citizen. The course should provide experience in using the communication processes among consumers, producers, governments, and other information sources. As a result, student should be prepared to participate effectively in the marketplace as rational decision-makers.

Current Problems/Issues/Events

Current Problems/Issues/Events should provide opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students should develop competence in recognizing cause and effect relationships; recognizing fallacies in reasoning and propaganda devices; synthesizing knowledge into useful patterns; stating and testing hypotheses; and generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

Economics

Economics should include a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course should examine basic models of decision-making at various levels and in different areas including: decisions made as a consumer, producer, saver, investor, and voter; business decisions to maximize profits; and public policy decisions in specific markets dealing with output, and prices in the national economy.

Ethnic Studies

Ethnic Studies should provide opportunities to broaden students' perspectives concerning life styles and cultural patterns of various ethnic groups in the United States. The course should either focus on a particular ethnic group or groups, or use a comparative approach to study patterns of cultural development, immigration, and assimilation, as well as the contributions of specific groups. Such studies might also include analysis of the political impact of ethnic diversity in the United States.

Indiana Studies

Indiana Studies should be an integrated program comparing and contrasting state and national development in the areas of politics, economics, and history. The course should use Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Students should acquire motivation to participate in the political process as concerned citizens. This course should include the study of state and national constitutions from an historical perspective and as a current foundation of government. The examination of individual leaders and their roles in a democratic society should be included.

International Studies

International Relations should provide a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of conflict resolution should be included. This course should examine power, interdependence, global development, and international organizations.

Introduction to Social Science

Introduction to Social Science should develop an understanding of the nature of the social sciences and present the reasons for studying them. This course should involve consideration of the social sciences as the study of humanity; consideration of the reasons for separate fields or disciplines; consideration of the objectives, materials, and methods of each discipline; and the difficulties encountered by the social scientist in applying the scientific method to the study of human life. Content could include group and individual behavior, education, social systems, and the role of the social sciences.

Latin American Studies

Latin American Studies should provide an understanding of and appreciation for the diverse people, cultures, and economic systems of Mexico, Central and South America, and the Caribbean nations. Content should include environmental and historical factors which have influenced contemporary situations. Topics of study should include pre-Columbian civilizations; European colonial systems, and resulting institutions; independent governments; and current issues.

Law Education

Law Education should provide an understanding of the American legal system. Content for this course should be designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function with the law. Ways of dealing with interpersonal conflict in order to secure constructive change should be included, along with the development of critical thinking and problem-solving skills. Case studies, field trips, stimulations, and mock trials should be used in the course whenever feasible.

Modern World Civilizations

Modern World Civilization should provide an in-depth look at the twentieth century world. It should be a study of different cultures as they exist in the world today, including a comparative analysis of the various types of governmental, economic, and social systems. International relationships should be examined partly from the viewpoint of national interest, including the successes of failures of diplomacy.

Political Science

Political Science should provide for a study of the processes and goals of politics, techniques of government, methods by which decisions are made, and the basis for decision-making. It should go beyond the study of governmental structure and functions to include an analysis of such topics as the nature of the American party system, interest groups, public opinion, laws which affect students, reasons laws are changed, due process of law, legal rights, and legal responsibilities. Comparative studies of governmental systems in nations other than the United States might also be included.

Psychology

Psychology should provide an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course should include some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others.

Sociology

Sociology should provide an opportunity for students to study group behavior and basic human institutions. Broad areas of content should include the study of institutions found in all societies (such as the family, religion, and community organizations); political and social groups; and leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior should be included in the study.

State and Local Government

State and Local Government should be the study of the function and organization of state, county, city/town, and township governmental units. Primary focus should be on the major factors and issues in the state's political development. This course should also trace the role and influence of various political and social institutions on a state's political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever feasible.

Topics in History

Topics in History should provide students with studies of specific historical eras, events, or concepts. The development of historical research skills using primary and secondary sources should be emphasized. The course should focus on one or more topics or themes related to United States or world history. Examples might include topics such as twentieth-century conflict, the American west, the history of the United States Constitution, or democracy in history.

United States Government

United States Government should provide a framework for understanding the nature and of importance responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course should enable students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive and judicial branches of the national, state and local levels of government should be examined. Students should draw conclusions about the impact and interrelationships of history, geography and economics upon our system of government. They should also be able to demonstrate an understanding the governmental structures of the United States and other political systems as well as the relationship of American government to world affairs.

Students should be able to analyze the role of individuals and groups in the political process by identifying and analyzing political issues. They should be able to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students should have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community should enable students to learn how to participate effectively in the political process. The study of United States government should offer students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

United States History

United States History is a two semester course, emphasizing national development in the **late nineteenth and the twentieth century**, which should build upon concepts developed in previous studies of American history. Students in this course should also identify and **review** significant events and movements in the early development of the nation. After providing such a review, the course should give major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late 19th and the 20th centuries. A chronogical, topical, or comparative approach can be used in developing themes from America's past as they relate to life in Indiana and the United States today.

Students should demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students should be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities should be given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents.

Investigation of themes and issues should include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students should be able to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community settings.

Urban Affairs

Urban Affairs should examine the history, organizations, processes, and distinctive aspects of urban centers. The rise of modern cities and an analysis of modern urban problems should be dealt with in the course. The politics of governing urban areas, including the selection of political leaders and citizen participation in the decision-making process, should be emphasized. Data collection skills may be taught in conjunction with the study of this course.

World Geography

World Geography should provide an opportunity to study the interaction of humans and their environment in space and time. The course should help students understand global patterns of physical and cultural characteristics, such as Earth-sun relationships, atmospheric and oceanic circulation, landforms, climate, population, transportation and communication, economic linkages, and cultural diffusion. The study of cultural settings should also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. *World Geography* should provide the opportunity to study the five basic geographic themes (location, place, relationships within places, movement, and regions) as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies should focus upon the relationships among regions and exemplify important geographic concepts and problems.

World History/Civilization

World History/Civilization should provide for a study of selected world cultures, past and present. Content should provide a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonly of human experience and behavior. The course should emphasize the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. The course may be designed to focus on prehistory; early world civilizations (including the rise of civilizations of the Middle East, Africa, and Asia); the classical civilizations of Europe, Asia, Africa, and Latin America; and the development of modern societies. The course might also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

XI Resources

STRATEGIES

The following strategies have been mentioned in the **Sample Student Activities** sections of the *Guide*. More detailed descriptions of these strategies are provided here as an aid to teachers. Featured strategies include: *Classroom Business and Mini-Economies, Teaching History with Primary Sources* and *Oral History Projects in the Classroom.*

CLASSROOM BUSINESSES and MINI-ECONOMIES

Harlan Day, Economics Education Consultant
Indiana Department of Education

What is a classroom business?

In a classroom business students produce and sell a product to other students, parents, or members of the community. Typical products are food items, such as popcorn or cookies, and craft items, such as jewelry, candles, or refrigerator magnets. Students do market surveys, compute production costs, raise financial capital, produce and market the product, compute profits and losses, and distribute dividends. Decision-making skills are stressed throughout these business projects.

While student businesses invariably make money, the primary curriculum goal is to improve students' knowledge of economics concepts such as goods and services, productive resources, scarcity, opportunity cost, profit, money, work, income, trade, specialization, market price, supply, and demand.

What is a Mini Economy?

The mini-economy is a form of economics instruction in which students simulate real world economic activity. Students earn play money in a variety of ways and spend it at a class store or auction. Students apply for classroom jobs, run businesses, pay taxes, buy rental property and insurance, and make investments. In some mini-economies there are student-operated governments and court systems.

Daily situations that take place in a classroom mini-economy provide excellent opportunities to teach economic concepts. Mini-economies may take place during a time period as short as six weeks or may last throughout the school year. One teacher wrote: "In over 25 years of teaching I have never found an instructional method which creates and sustains the interest and enthusiasm of children of all ability levels as does the mini-economy."

Why involve students in mini economies and classroom businesses?
Teachers use classroom businesses to help their students learn basic economics concepts. However, these popular instructional strategies also provide an excellent way for students to apply basic skills and to learn basic money management. The mini-economy is also a very effective classroom management tool.

Where can resources be found?
The Indiana Department of Education has developed curriculum publications and inservice programs that explain how to implement these motivational instructional strategies. For more information contact the Indiana Department of Education, Office of Program Development, Room 229, State House, Indianapolis, Indiana 46204-2798 (317) 232-9154.

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TEACHING HISTORY WITH PRIMARY SOURCES

Virginia L. Terpening, Deputy Director
Indiana Historical Bureau

What is a primary source?

A primary source is one which was created at the time or close to the time of the event that the source describes. Documents are one type of primary source. Documents are usually on paper and include many types: letters, diaries, newspapers, advertisements, wills, birth certificates, and photographs. These documents can be facsimile of the original reprinted in books or other sources.

Historians can research history by extracting information from primary sources such as documents. After this information has been gathered, the historian must evaluate, explain, or interpret that information. Questions that must be considered are: Who wrote the document and why? When was this report of the event made? Is there a bias in the reporting? One primary source is not enough. The historian must review many sources in order to determine what may have happened. The historian is like a detective who interviews many eyewitnesses. People often interpret an event differently. Many eyewitnesses must be checked before the historian, or the detective, can piece together what may have happened.

Why have students use primary sources?

Students of all ages enjoy the "detective work" of interpreting primary sources. The examination of letters, diaries, wills and other documents provide a fresh look at an historical event or movement and brings students close to the people who lived, worked, and played in that time. In addition to sparking student interest and adding to the student's knowledge base, using primary sources helps students develop and exercise important learning skills. In order to understand the significance of a document, students must read carefully, consider clues, examine historical background, and evaluate evidence.

What skills must students use to interpret primary sources?

Primary sources can provide valuable information about people, places, and events. However it is very important to evaluate that information. Answering the following questions about a primary source, such as a document, can help students to interpret and use that document effectively.

1. Identify:

What type of a document is it? (Letter, court record, diary, newspaper, broadside, government record?) What was the origin of the document? Can the author be identified? When was the document created? For what audience was the document created?

2. Examine:

Read the document through the first time to get a general idea of the content. Find the meanings for unknown words or symbols. (The *Oxford English Dictionary* is the best dictionary for the history of words.) Now read the document more slowly. Break it into smaller parts. What does the document tell you about lifestyle, governmental affairs, historical events, economics, laws, beliefs, etc.? If the document is not dated, can you determine an approximate date from the information in the document?

3. Evaluate:

Is the information given in the document reliable? How do you know? What other sources can you use to verify the document's accuracy? Did the author take part in the event or was he or she reporting what others said? Did the author have a positive or negative interest in the events? How can you tell?

Where can materials for the classroom be found?

The Indiana Historical Bureau provides a set of activities and facsimile of documents for teaching Indiana history. This set of materials, called *BROADSIDES*, can be adapted to many learning levels and disciplines. Contact the Indiana Historical Bureau, 140 North Senate Street, Indianapolis, Indiana 46204, (317) 232-6277. The National Archives (see **Resource Organizations**, Page 227) and commercial publishers also provide materials for teaching with primary sources.

Adapted from Interpreting the *Evidence*, Indiana Historical Bureau, 1991.

ORAL HISTORY PROJECTS IN THE CLASSROOM

Dr. Carl R. Siler
Muncie Southside High School

What is an oral history project?
Oral history involves students directly in a method of historical inquiry which includes the organization and presentation of data acquired directly from another person. It is an attempt to preserve a small segment of a relatively recent historical period as viewed through the eyes, experiences, and memories of people who lived during that time.

An oral history project can be as simple as a student interviewing one person, writing the responses of the participant, and reporting those survey responses to the class. Another project could involve audio-taping or video-taping of the participant and the student composing a written account of the dialogue. A more in-depth oral history project could involve the entire class during a semester or school year. The class might conduct taped interviews throughout the school year, type the dialogue of the interview, and print the results in a book format. The culmination of the project would be to publish the book and make it available to interviewees, students, libraries, and interested individuals in the community.

Why have students conduct an oral history project?
Students of all learning and comprehension levels can use an oral history process to improve their understanding of historical topics and increase their interest and involvement in the study of history. An oral history project involving local participants highlights the role of local history within the overall context of United States history and is an exciting method of helping students "experience" history.

Oral history projects also add to the collective knowledge of local and national history because such projects document citizens' participation and memories concerning a specific event or time period. Students begin to understand that United States history is not simply a series of isolated events from the pages of a textbook. In fact, it includes the life experiences and memories of many Americans just like themselves.

What instructional goals are met through an oral history project?
The major objective of an oral history will be for students to increase their understanding of a specific historical topic, event, movement, or period. In addition, such a project helps students understand all phases of designing, implementing, and completing an activity. Students will create and administer various interview instruments. They must pilot those instruments to determine if the various questions involved elicit unanticipated, unexpected, or unintended answers. They must decide how participants will be selected, and this selection process in itself helps students to better understand the dynamics of time, continuity, and change among age groups. Students will improve their questioning skills as they as ask descriptive questions involving "what happened?" and probing question about "how" and "why" something happened. Students enhance their listening skills by listening for how and why the person being interviewed chose to describe an event. They improve their writing skills as they attempt to accurately document a participant's account and they improve their accuracy in using language as they proofread and correct their final product. Throughout the project, students gain organizational skills pertaining to their use of time, energy, and information.

What is involved in the process of conducting an oral history project?
For the most part, the teacher helps students to plan the project and keep on task and on schedule while they carry out the various steps in the oral history process, including:

1. **Introduction and investigation of the historical event or period.** It is imperative that students have adequate background knowledge of the historical topic and time period before interviewing participants. Good content knowledge improves their questioning skills and understanding of the person being interviewed.

2. **Creation of the interview instrument.** Students design the interview instrument focussing upon questions that will elicit more than merely "yes" or "no" answers. Practice interviews must be conducted to test the interview instrument, which allows students to practice their interview skills and insures the validity of the questions and answers.

3. **Interviewing of participants.** Students select participants to be interviewed and set up interview times. Interviews can be conducted during school time or on the student's time, whatever is most practical according to the age of the student and most convenient for the participant. It is important that the participant provide a signed release form giving the class and the school the right to publish the oral interview.

4. **Transcribing of interviews**. In most cases, it is best to record interviews on audio or video tape so that students can develop written transcripts from the recordings. This allows students to review an interview and check the accuracy of their transcripts.

5. **Preparing and proofreading drafts**. Students proofread their own materials, as well as other students' material, for correct spelling, historical accuracy, and common formatting.

6. **Final product**. The cost of printing the final product should be anticipated and researched as part of preliminary planning for the project. Small grants may be available from educational or civic organizations. If so, students should help to plan how to effectively present their project and seek funding.

The finished product of such an oral history project is a published book that focuses upon a particular topic in history encompassing the memories and experiences of local participants. An oral history project, regardless of the topic, grade, academic level of the students, or sophistication of the final product, is a source of pride and an extremely rewarding experience for students, participants, and classroom teacher.

Where can information on oral history projects be found?
To check the ERIC data base, contact Vickie Schlene, Coordinator for User Services and Products, ERIC Clearinghouse for Social Studies/Social Science Education, Social Studies Development Center, Indiana University, Bloomington, IN 47408-2698, (800) 266-3815. Professional journals, such as the NCSS publication, *Social Education*, and the Organization of American Historians' *Magazine of History*, often publish articles on this topic.

Adapted from ERIC Digest EDO-SO-96-2

RESOURCE ORGANIZATIONS

The following organizations provide a variety of services to teachers which may include publications, newsletters, inservice opportunities, catologues, software, data collections, videos, opportunities, conferences and workshops. Please contact these organizations for a complete description of their services.

Ackerman Center for Democratic Citizenship
Dr. Denee Matioli, Director
Purdue University
1442 Liberal Arts and Education Bldg, Room 4115
West Lafayette, IN 47907-1442
Phone: (317) 494-2372
FAX: (317) 496-2210

Agency for Instructional Technology
Box A
Bloomington, Indiana 47402-0120
Phone: (800) 457-4509
Phone: (812) 339-2203

American Association for State and Local History
172 Second Avenue North
Nashville, TN 37201
Phone: (612) 255-2971

American Forum for Global Education
120 Wall Street, suite 2600
New York, New York 10005

Phone: (212) 742-8232
E-Mail: globed@igc.org
WWW: http://www.globaded.org

American Geographical Society
156 Fifth Avenue, Suite 600
New York, New York

American Political Science Association
1527 New Hampshire Avenue, N.W.
Washington D.C. 20036
Phone: (202) 483-2512

Association of American Geographers
1710 16th Street, NW
Washington, D.C. 20009

Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, Virginia 22314-1403
Phone: (800) 933-2723 or
Phone: (703) 549-9110

Center for Civic Education
5146 North Pitt Street
Calabasas, CA 91302-1467
Phone: (800) 933-2723 or (703) 549-9110

Center for Geographic Education
A. David Hill, Director
Department of Geography
Box 260, University of Colorado
Boulder, CO 80309
Phone: (303) 492-6760

Close up Foundation
44 Canal Center Plaza
Alexandria VA 22314
Phone: (800) 336-5479 or (703) 706-3300

Constitutional Rights Foundation
407 South Dearborn, Suite 1700
Chicago, IL 60605
Phone: (312) 663-9057

Economics America
Indiana Council for Economic Education
Purdue University
1310 Krannert Center
West Lafayette, IN 47907-1310
Phone: (317) 494-8545
FAX: (317) 496-1505

Educators Technology Center of Indiana
Indiana University Purdue University Indianapolis
620 Union Drive, UN123
Indianapolis, Indiana 46202-5167
Phone: (800) 222-4223 or
(317) 274-8001
Internet: cfrank1@indyunix.iupui.edu
WWW: http://etc.iupui,edu

ERIC Clearinghouse for Social Studies/
Social Science Education
Social Studies Development Center
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, IN 47408-2698
Phone: (800) 266-3815 or
(812) 855-3838
E-Mail: ERICSO@INDIANA.EDU

Geographic Education national Implementation Project (GENIP)
1710 16th Street, NW
Washington, D.C. 20009

Geography Educator's Network in Indiana (GENI)
Dr. Frederick L. Bein, Executive Director
Department of Geography - IUPUI
425 University Boulevard
Indianapolis, IN 46202-5140
Phone: (317) 274-8879

History Teaching Alliance
National History Education Network
Department of History
University of Tulsa
600 South College Avenue
Tulsa, OK 74104-3189
Phone: (918) 631-2349

Historic Landmarks Foundation of Indiana
340 West Michigan Street
Indianapolis, Indiana 46202-3204
Phone: (317) 639-4534
FAX: (317) 639-6734

Indiana Association for Supervision
and Curriculum Development
Teachers College, 1008
Ball State University
Muncie, Indiana 47306-0630
Phone: (317) 285-5447
FAX: (317) 285-5455

Indiana Council for the Social Studies (ICSS)
Dr. Denee Mattioli, Executive Director
C&I, 4115 LAEB
Purdue University
West Lafayette, IN 47907-1442
Phone: (317) 494-2372

Indiana Historical Bureau
140 North Senate Avenue
Indianapolis, Indiana 46204
Phone: (317) 232-6277
FAX: (317) 232-3728

Indiana Historical Society
315 West Ohio Street
Indianapolis, Indiana 46202-3299
Phone: 232-1882

Indiana Humanities Council
Resource Center
1500 North Delaware
Indianapolis, Indiana 46202
(317) 638-1500

Indiana Junior Historical Society
315 West Ohio Street
Indianapolis, Indiana 46202-3299
(317) 232-6567

Indiana Law-Related Education Program
Robert Lening, Director
Social Studies Development Center
Indiana University
2805 East 10th Street, Room 120
Bloomington, Indiana 47408
Phone: (812) 855-0467
FAX: (812) 855-0455

Indiana State Chamber of Commerce
One North Capitol, Suite 200
Indianapolis, Indiana 46204-2248
Phone: (317) 264-3110

Indiana University Area Studies Centers
African Studies Program (812) 855-6852
East Asian Studies Center (812) 855-3765
Global Studies Center (317) 274-5024
Inner Asian and Uraltic National Center (812) 855-2398
Jewish Studies Program (812) 855-8119
Latin American and Caribbean Studies Center (812 855-9097
Polish Studies Center (812) 855-8119
Middle Eastern Studies Program (812) 855-0076
Russian and East European Institute (812) 855-0391
West European Studies Center (812) 855-0036

James Madison Fellowship Program
Post Office Box 4030
2201 North Dodge Street
Iowa City, IA 52243-4030
Phone: (800) 525-6928
FAX: (319) 337-1204

Junior Achievement of Central Indiana
1317 N. Pennsylvania Street
Indianapolis, Indiana 46202
Phone: (317) 634-3519

League of Women Voters of Indiana
740 East 52nd Street #3
Indianapolis, Indiana 46205
Phone: (317) 925-8683 or 925-VOTE

National Archives
Office of Public Programs
Education Branch (NEEE)
Washington, D.C. 20408
Phone: (202) 724-0454

National Consortium for Teaching Canada
Canadian Studies Center
University of Washington
Box 353650
Seattle, WA 98195-3650

National Council for Geographic Educators (NCGE)
Leonard 16A
Indiana University of Pennsylvania
Indiana, PA 15705
Phone: (412) 357-6290
Membership $25.00 per year for classroom teachers
(includes subscription to the Journal of Geography)

National Council for History Education, Inc.
26915 Westwood Road, Suite B-2
Westlake, Ohio 44145-4568
Phone: (216) 835-1776
FAX: (216) 835-1295

National Council for Social Studies (NCSS)
3501 Newark Street, N.W.
Washington, D.C. 20016
Phone: (800) 296-7840 or (202) 966-7840
FAX: (202) 966-2061

National Geographic Society (NGS)
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Washington, D.C. 20036
(800) 368-2728 to order published materials
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(202) 828-5469 Geography Education Bee

National Institute for Citizen Education and the Law
25 Street, N.W.
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Newspaper in Education
The Indianapolis Star - The Indianapolis News
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Post Office Box 145
Indianapolis, Indiana 46206
Phone: (317) 633-1010
FAX: (317) 633-9828

Organization of American Historians
Magazine of history for Teachers of History
112 N. Bryan Street
Bloomington, Indiana 47408-4199
Phone: (812) 855-7311

The Organization of History Teachers
The Laboratory Schools
The University of Chicago
1362 East 59th Street
Chicago, IL 60637

Social Studies Development Center
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